DOCUMENT RESUME

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ABSTRACT

Six student syllabi in outline form for United States history, art, and literature represent a year's work in this interdisciplinary high school course. The teaching techniques and materials include individualized learning and case study approaches keyed to ten historical themes; primary source material in the form of historical newspapers; multimedia resources; a basic text for reference and multitexts for supplementary materials; and interdisciplinary coordination between the art, literature, and history departments. History classes meet for two large group and three small group instruction periods per week; thus, lecture in both art and history and audio visual presentations are interspersed with small group discussion and individual projects and consultations. Literature classes, meeting separately, apply the same chronological, thematic approach to American literature and develop research and writing skills for implementation in history and literature. Each syllabus includes specific performance objectives, class assignments, individual projects, and references to pertinent supplementary materials. (JH)

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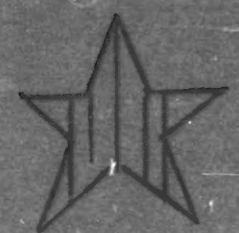

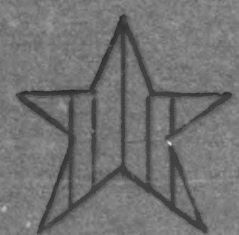

ART in U.S.A.

ART COMPONENT for AMERICAN HISTORY

HARTFORD PUBLIC HIGH SCHOOL

ED 090079

ART COMPONENT

AMERICAN HISTORY TEAM TEACHING
PROJECT

HARTFORD PUBLIC HIGH SCHOOL

SUBMITTED BY: JOHN JUST ELLIS

JULY 14, 1972

THEMES - FIRST MARKING PERIOD

1. Creation of Federal Republic up to 1781

Film Strips

1. American Painting 17th & 18th centuries (Life) 77 frames - color
2. Story of American Painting (Pagent of American Filmstrip) 38 frames - black & white
3. The American Spirit in Architecture (Pagent of American Filmstrip) Use frames 1 - 17 - black & white

Books in Hartford Public High Library

Painting

1. Wright, Louis B.
   "The Arts in America (colonial period) 1966
2. Lipma, Jean
   "What's American in American Art" 1963
3. McLanatham, Richard
   "The American Tradition in the Arts" 1968
4. Mendelowitz, Daniel M.
   "History of American Art" 1960
5. Jackman, Rilla Evelyn
   "American Arts" 1928

Architecture

1. Trowbridge, Bertha Chadwick
   "Old Houses of Connecticut" 1923
2. Hoad, Edwin
   "American Houses (colonial, classic, contemporary) 1964
3. Kelley, J. Frederick
   "Architectural Guide for Connecticut Houses" 1935
4. Morrison, Hugh
   "Early American Architecture, Colonial 1952
5. Garvan, Anthony
   "Architecture & Town Planning in Colonial Conn.
6. Ishar, Norman L., Brown, Albert F.
   "Early Connecticut Houses" 1968
7. "Life Magazine Publication"
   "America's Arts & Skills" 1957

8. Tunis, Edwin
"Colonial Craftsman" beginning of American Industry 1965

9. Simon, Charlie May
"Art in the New Land" 17th century - now

10. Vanderbilt, Cornelius
"Living Past of America"

11. Waterman, Thomas T.
"Dwellings of Colonial America"

Costume

1. Lester, Katherine Morris
"Historic Costume" 1963

2. Wilcox, R. Turner
"5 Centuries of American Costume" 1963

3. Kerr, Rose Notzorg
"100 Years Costume in America" 1951

Sculpture

1. Cravan, Wayne
"Sculpture in America" 1968

2. Taft, Lorado
"History of American Sculpture" 1963

3. Jackman, Rilla Evelyn
"Sculpture" (in book "American Arts")

2. Expansion and Political Unity (up to 1860's)

Filmstrip

1. The American Spirit in Architecture (pagent of American Filmstrip) use frames 18 - 25 black & white

2. American Painting 1800-1850 - The Romantic Era (Life)
68 frames - color

Books in Hartford Public High Library

Painting

1. Goodrich, Lloyd
"Three Centuries of American Art" 1966

Architecture

1. Whiffen, Marcus
   "American Architecture since 1780"

2. Chamberlain, Samuel
   "Old Sturbridge Village" 1951
   "Salem Interiors" 1950

3. Pratt, Richard
   "Treasury of American Homes 1947"
   "Second Treasury of American Homes 1954"

Design

1. Christenson, Edwin Ottoman
   "Index of American Design" 1950

Artists

1. Porter, Fairfield
   "Thomas Easkins" 1959

Themes - Second Marking Period

1. "Black Experience in America" 1860's

Filmstrip - color & sound

1. African Art & Culture - early art
2. African Art & Culture - sculpture
3. African Art & Culture - Masks
4. Understand African Art

Books in Hartford Public High Library

1. Beier, Ulli
   "Contemporary Art in Africa" 1968

2. Duerdon, Dennis
   "African Art 1965

3. Glubok, Shirley
   "The Art of Africa" 1965

4. Leuzinger, Elsy
   "Africa, The Art of the Negro People" 1960

5. Marshall, Anthony D.
   "Africa's Living Arts 1970

Sculpture

1. Flagg, William
   "Tribes & Forms in African Art" 1965

2. Goldwater, Robert
   "Senufo Sculpture - West Africa" 1964

3. Segy, Ladislas
   "African Sculpture" 1968

Refer to - Suggestions for An Afro-American Art Program in Public School" by Robert J. Saunders - Art Consultant State Dept. Ed. (Note pages 9 - 21)

2. "New Urban Industrial Order" up to 1912

Filmstrip

1. The American Spirit in Architecture (Pagent of America Filmstrip) use frames 26 - 31 black & white

2. American Painting 1850 - 1900 -- Years of Change (Life)

Books in Hartford Public High Library

Artists

1. Goodrich, Lloyd
   "Albert P. Ryder 1959"

Architecture

1. Robinson, Ethel Fay
   "Houses in America"

2. Sloan, Eric
   "American Barns & Covered Bridges"

3. The Immigrant (Ethnic History) American Culture & Other Minorities

Refer to "Suggestions for Planning a Curriculum on Puerto Rican Culture" by Robert J. Saunders, Art Consultant - State Dept. Ed. note pages 51-54, 61-66

4. "Reform Movements" (Labor Movements)

1. Rese, Bara
   "American Art Since 1900" (critical history) 1967

Themes - Third Marking Period

1. "United States as World Power" Imperialism World War I & II

Filmstrip

1. Contemporary American Painting - Romanticism
2. Contemporary American Painting - Realism

Themes - Fourth Marking Period

1. "Prosperity, Depression, Recovery"

Filmstrip

1. The American Spirit in Architecture (Pagent of American Filmstrip) use from S 32 - 39 black & white
2. American Painting - The Eight & The Modernists (Life) 78 frames - color

Books in Hartford Public High Library

1. Arnot, Dorothy S.
   "A Sense of the Best" pp 441-442

   "Government and the Arts" (New Deal)

Artists

1. Kuh, Katharine
   "Artist Voice - talks with 17 artists

2. Goosen, E.
   "Stuart Davis" 1959

3. Hoss, Thomas B.
   "Willem de Koonin"

4. O'Hara, Frank
   "Jackson Pollock 1959

5. Moses, Anna Marey (Grandma)
   "My Life's History"

Also helpful:

1. Ebony September 1963 - 6 Black Artists

2. "Encyclopedia of World Art" - McGraw Hill 1959 (12 volumes)

3. Chaney, Sheldon Warren
   "Primer of Modern Art" 1945

Artists (cont.)

Also Helpful (cont.)

4. Cravan, Thomas
"Modern Art" 1934

5. Gardner, Helen
"Art Through The Ages" 1959

6. Gomrich, Ernest H.
"Story of Modern Art"

7. Janson, H. ".
"History of Art" 1963

2. "Shaping of American Society"

Books in Hartford Public High Library

1. Goodrich, Lloyd & Baur, John
"American Art of Our Century"

2. Canaday, John
"Mainstreams of Modern Art" 1959

3. Sedgwich, John P.
"Discovering Modern Art" 1960

4. Cummings, Paul
"Dictionary of Contemporary American Artists"

Sculpture

1. Giedion, Welcker Carola
"Contemporary Sculpture"

2. Read, Hobert
"Concise History of Modern Sculpture" 1964

Architecture

1. Forsee, Aylesa
"Wright, Frank Lloyd - Rebel in Concrete"

2. Forsee, Aylesa
"Men of Modern Architecture" 1966

The following artists were and are outstanding in each of the periods of history covered by the marking period themes. Students could make reports in the form of research papers or in cooperation with the art department develop visual projects that would allow the student to produce art products in the style or manner of the artist or the period.

FIRST MARKING PERIOD THEMES

CREATION OF FEDERAL REPUBLIC (up to 1780)

1. The Craftsmen-Limners 1660-1690

definition: limning - portraiture produced in early Colonial America by workmen who were untutored in the disciplines of art as a skilled profession or a creative endeavor.

2. The Limner-Painters (1690-1725)

Three modes of European painting reflected in portrait.

a. line, color, flat pattern found in altarpieces of Medieval and Renaissance painting in northern Europe. Example: Hans Holbein, German.

b. Genre Baroque art of the 17th century Dutch masters. Examples: Rembrandt, Vermeer.

c. Facile, florid, eclectic manner of aristocratic High Baroque style. Examples: Titian, Tintoretto, Rubens.

3. Portrait painters by profession 1725-1750

a. Gustavus Hesselius - 1682-1755

b. John Smibert 1688-1751

c. Robert Feke (active 1741-1750

4. Revolutionary Era - West and Copley 1750-1790

a. Benjamin West 1738-1820

b. John Copley 1730-1815

EXPANSION AND POLITICAL UNITY (up to 1870's)

1. The Federal Era - A Harvest of Portraits 1790-1830
   a. Charles Wilson Peale 1741-1827
   b. Ralph Earl 1751-1881, portrait of Roger Sherman of Conn. 1775
   c. John Trumbull 1756-1843
   d. Gilbert Stuart 1755-1828
2. Westward Expansion and the Civil War
   a. Washington Alston 1779-1843
   b. George Caleb Bingham 1811-1879
   C. Thomas Sully 1783-1872
   d. Samuel F. B. Morse 1791-1872
   e. Thomas Cole 1801-1848
   f. Asher B. Durand 1796-1886
   g. John F. Kensett 1816-1872
   h. Frederick Church 1826-1900
   i. George Inness 1825-1894
   j. John James Audubon 1785-1851
   k. George Catlin 1796-1872 (great recorder of the American Indian)
   l. John Quider 1801-1881
   m. William S. Mount 1807-1868
   n. Edward Hicks

SECOND MARKING PERIOD THEMES

BLACK EXPERIENCE IN AMERICA (1860's)

a. Joshua Johnston - first American Negro portrait painter
b. Robert M. Douglass, Jr. ?-1867
c. Patrick Reason
d. David Bustill Bowser 1820-1900
e. William H. Dorsey

f. John P. Burr

g. S.G. Chaplin

h. Robert S. Duncanson 1821-1871

i. Julian Hudson

j. A. B. Wilson
k. William Simpson ? - 1872

l. Nelson Primus born Hartford 1843 - ?

NEW INDUSTRIAL ORDER (up to 1912)

1. Painters of Realism - Romanticism - The Industrial Era 1870-1900

a. Albert Bierstadt 1830-1902

b. Homer Martin 1836-1897

c. Eastman Johnson 1824-1906

d. William Harnett 1848-1892

e. Ralph Blakelock 1847-1919

f. Albert Pinkham Ryder 1847-1917

g. Winslow Homer 1836-1910

h. Thomas Eakins 1844-1916

THE IMMIGRANT (ETHNIC HISTORY) AMERICAN CULTURE AND OTHER MINORITIES

THIRD MARKING PERIOD THEMES

REFORM MOVEMENTS - LABOR MOVEMENTS

Refer to listings under fourth marking period theme of Prosperity, Depression, and Recovery.

UNITED STATES AS A WORLD POWER (Imperialism, World War I and II)

Refer to listings under fourth marking period theme "Shaping of American Society."

FOURTH MARKING PERIOD THEMES

PROSPERITY, DEPRESSION AND RECOVERY

1. Painters of Modernism Reality

"The Ten," "The Eight," The Armory Show 1900-1930

a. John Singer Sargent 1856-1925

b. James McNeill Whistler - expatriate 1834-1903

c. Mary Cassatt - expatriate 1845-1926

d. Childe Hassam 1859-1935

e. Alden Weir 1852-1919

f. John Twatchman 1853-1902 — some of the "Ten"

g. Dwight Tryon — impressionistic approach

h. Maurice Prendergast 1859-1924

i. John Sloan 1871-1951

j. Everett Shin 1876-1953

k. George Luks 1867-1933 — some of the "Eight"

l. Henry Glackens 1870-1938 — Ash Can School

m. George Bellows 1882-1925

2. Regionalism - Nationalism, Internationalism 1930-1945

a. Modernists - John Marin - watercolors 1870-1953

Max Weber 1881-1961

Marsden Hartley 1877-1943

Charles Demuth 1883-1935

Joseph Stella 1880-1946

Marcel Duchamp - French-born

b. Regionalists - Edward Hopper 1882-1967

Charles Burchfield 1893-1967

John Curry 1897-1946

Thomas Hart Benton 1889-

Grant Wood 1892-1942

Georgia O'Keefe 1887-

Charles Sheeler 1883-1965

c. Federal Art Project: National Consciousness

Stuart Davis 1894-1964 — William Gropper

Peter Blume 1916- — Reginald Marsh 1898-1954

Fletcher Martin — Paul Cadmus

Moses Soyer — Ben Shan 1898-1969

Jack Levine 1915- — Robert Guathmey

Peter Hurd — Jacob Lawrence (black)

"SHAPING OF AMERICAN SOCIETY"

1. American Leadership of World Art 1945-1972

a. Morris Graves 1910-

b. Darrell Austin

c. Abraham Rattner — 1950's and 1960's

d. Henry Woerner

e. Alton Pickens

f. Yashuo Kuniyoshi

g. Hans Hoffman

h. Arshile Gorky

i. Mark Tobey

j. Robert Motherwell 1915-

k. Franz Kline 1910-1962

l. Jackson Pollock 1912-1956

m. Ad Reinhardt 1913-1967

2. Pop, Op, and Conceptual Art

Painters

a. Larry Poons

e. Sidney Goodman

b. Tom Wesselman
c. James Brooks
d. Philip Perlstein
i. Alex Katz
j. Roy Lichenstein
k. Richard Diebankorn
l. Philip Guston

f. Richard Lindner
g. Andrew Wyeth
h. Helen Frankenthaler
m. Josef Albers
n. Grace Hartigan
o. Robert Rauschenberg
p. Andrew Warhol

Sculpture

a. Marisol
b. Richard Randell
c. George Segal
d. Jose de Rivero
e. Alexander Calder
f. Louise Nevelson
g. Lee

h. Frank Gallo
i. Isamu Noguche
j. Robert Morris
k. Claes Oldenberg
l. Jasper Johns
m. Tony Smith

MAJOR OBJECTIVES & PROJECTS
IN ART FOR EACH THEME IN AMERICAN HISTORY

1ST MARKING PERIOD - "ARCHITECTURE OF FEDERAL REPUBLIC"

1. Awareness of why the forms of art produced were limited in scope.

2. Appreciate the contribution of the limner-craftsman in the colonial period.

Projects (small group)

1. Interested students may come to the art studio and try portrait painting. Using photos of self or members of family. The limners approach would be stressed.

2. From photos of buildings this period make line drawings - later developed in pen and ink and watercolor.

1ST MARKING "EXPANSION AND POLITICAL UNITY"

1. Be able to evaluate the contribution of the portrait artist to history.

2. Appreciate the efforts of the "landscape" painters as they recorded the beauty of the new land, its potential.

3. Share in the lighter moments of the everyday life of the people as depicted in the paintings.

Projects (small group)

1. Interested students come to art room and try their hand at landscape painting.

2. Imitate the style of "story telling paintings" and develop and event visually that relates to them in the present time.

2ND MARKING PERIOD - BLACK EXPERIENCE - AMERICA 1860

1. Become aware of the role and contribution of the black artist as he rises out of the slave era that did not encourage him to use the visual arts for expression.

2. Decide if the role of the black American artist today is to shout his blackness or his creative work.

Projects (small group)

1. Students may come to the art room develop self-portraits - self - image is important.

2. Create photo-montages in which the student can relate his own image of the black man to himself.

3. Make posters in which some burning cause is made visual by symbol, color, word.

2ND MARKING PERIOD - NEW INDUSTRIAL ORDER

1. Understand the role of the landscape artist in this period.

2. Be able to understand that the artist is often prophetic - in this case the landscape painter was "shouting the beauty of nature" while the industrial complex spread out to consume it.

Projects (small group)

1. Students make visual statements of the beauty of ugliness of their own environment. Drawings done at home or outside of school will be necessary.

2ND MARKING PERIOD - THE IMMIGRANT ETHNIC HISTORY

1. Develop awareness of the role of artists who migrated to the United States.

Projects (small group)

3RD MARKING PERIOD - REFORM MOVEMENT, LABOR MOVEMENT

1. Discover that the artist is very socially conscious as seen in many of his works.

2. Become aware of the role of the architect in the American development of society.

Projects (small gorup)

1. Students can use the themes of any social right or wrong for a painting, orposter.

3RD MARKING PERIOD - U. S. AS WORLD POWER * WORLD WAR I & II

1. Understand the influence of "impressionism" of American painting.

2. Become aware of the role of the "8" the Ash Can School in American Art.

3. Become aware of the Architectural developments in this time period.

Projects (small group)

1. Students can develop paintings in the "impressionistic style" of their own environments.

2. Same as above only as if they were one of "The 8"

3. By studying architectural examples of this period - create drawings on buildings in the Hartford area.

4. The creation of costumes studies could be a worthwhile project.

4TH MARKING PERIOD - PROSPERITY, DEPRESSION, RECOVERY

1. Become aware of the artists who made "social comment" paintings during this period.

2. Become familar with the role of the Federal Government in the fine arts.

Projects (small group)

1. Students can make a combined group mural (additive) that will reflect their attitudes and feeling about current situations in the United States.

4TH MARKING PERIOD - "SHAPING OF AMERICAN SOCIETY"

1. Become aware of the many types of directions painting, architecture, sculpture have taken the 20th century in America.

2. Discover why the American artist is now considered the leader in art movements.

Projects (small group)

1. Students can experiment with some of the new directions art is taking and make own personal statements in some visual form.

Hartford Public High School

HARTFORD, CONNECTICUT 06105

Team Members

Miss Hunciker, Social Dept. Chairman
Mr. Schein
Mr. Keogh
Mr. Hunt
Mrs. Freeman, English Department
Mr. Ellis, Art Department

UNITED STATES HISTORY TEAM TEACHING PROGRAM
AT HARTFORD PUBLIC HIGH SCHOOL (1972-73)

The U.S. History Team Teaching Program at Hartford Public High for the 1972-73 academic year is an extension and improvement of a previous experimental program. This program involved three Social Studies instructors and six U.S. History classes during the 1971-72 academic year with preliminary planning that occurred during a three week workshop in the summer of 1971. The design for the program was developed during the 1970-71 academic year by members of the Social Studies Department. Student evaluation of the program occurred twice during the 1971-72 academic year (January and June). The summer workshop produced the following written materials which can be obtained from Hartford Public High:

1. Four student syllabi -- one for each marking period -- authored by Mr. Keogh and Mr. Schein

2. Four teacher's editions -- one for each marking period -- containing procedures for large group instruction -- authored by Mr. Keogh and Mr. Schein

3. English component -- authored by Mrs. Freeman (English Dept.)

4. Art component -- authored by Mr. Ellis (Art Dept.)

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There are six U.S. History classes and two American Literature classes involved in this interdisciplinary program.

The focal point of all the materials (including the Art and American Literature components) revolve about ten themes. These themes are incorporated into each of the marking periods as follows:

I. First Marking Period -- First Semester

A. CREATION OF THE FEDERAL REPUBLIC
B. EXPANSION AND POLITICAL UNITY

II. Second Marking Period -- First Semester

A. THE BLACK EXPERIENCE IN AMERICA
B. A NEW URBAN INDUSTRIAL ORDER
C. THE IMMIGRANT
D. THE INFLUENCE OF AMERICAN CULTURE AND OTHER MINORITIES (AMERICAN INDIAN AND ORIENTAL INCLUDED)

III. Third Marking Period -- Second Semester

A. REFORM MOVEMENTS
B. THE UNITED STATES AS A WORLD POWER

IV. Fourth Marking Period -- Second Semester

A. PROSPERITY, DEPRESSION, RECOVERY
B. THE SHAPING OF AMERICAN SOCIETY

This instructional program utilizes the following instructional approaches:

(1) Individualized Learning Program for each student using a modified contract system. Emphasis is on inquiry through utilization of facts, concepts, and social science skills.

(2) A case-study approach to teaching history which emphasizes important historical episodes. This approach also stresses the importance of recognizing the differences between primary and secondary sources of historical evidence.

(3) Historical newspapers (Hartford Courant excerpts 1770 to 1963) to compare and contrast with contemporary sources of historical information (basic text, reference books, case-study books, etc.)

(4) Multi-media techniques are used during large group instruction (transparencies, films, filmstrips, video-tapes, speakers, etc.) for re-enforcement of written materials.

(5) Basic text is used as a reference and correlated with other written and visual materials.

(6) Multi-text approach which uses a variety of supplementary written materials.

(7) Interdisciplinary approach involving the "arts" as a reflection of a given time and place and a correlated program with American literature.

Hartford Courant, Saturday, Nov. 18

HPHS Cooperative Project Puts Zest in Curriculum

By LAURENCE COHEN

Two black artists spoke Thursday to a Hartford Public High School history class, or was it an art class, or was it an English class?

It was actually a combination of all three, because the HPHS history, English and art departments cooperate in a program to combine their talents and bring the curriculum to life.

There are six U.S. history classes involved in the program, with two American literature classes and a teacher from the art department also involved.

Using historical facts and figures as a base, the new project hopes to bring the past back to life for students. Art and literature are used to help describe historical periods.

"Too often, we operate in isolation," explains Irving Schein, history teacher who organized the program. "Too often, it comes down to names and dates."

Mrs. Rosetta Freeman of the English department says American literature, especially during the colonial period, "can become very dull if you just read the documents."

She says the use of historical data and period art work "makes this period come to life for the children."

John Ellis of the art department has visited museums and schools throughout the area in an effort to obtain resources that will lend themselves to the history curriculum.

"I want to follow the history outline," he says. "Art is just another sounding board. Most of the students do not consider themselves part of the art program."

Ellis directed a panel discussion Wednesday afternoon with Clifford Mitchell, an artist and vice president of a West Hartford architectural firm, and Mrs. Ionis Martin, an artist and art teacher at Bloomfield High School.

The discussion of black artists and art was part of a general cooperative study area in the "black experience in America." Students from the history and English classes attended the discussion, and the art work will be studied again in the other subjects.

John Keough, another history teacher involved in the project, sums up what he believes to be the most important goal of the cooperative venture to bring "dead pages of history back to life."

One of the tools used for interest-building in history is The Courant. The paper donated excerpts of back issues from 1770 to 1963 for use as background material.

READINGS IN AMERICAN LITERATURE 0935
(Elective Phase)
(Interdisciplinary Approach)

I. Description

This course is a pilot program designed to correlate the major themes of American History with American Literature. It provides insight into the true interpretation of the development of the United States by examining major works by American authors which reflect the ideas and ideals of given period. The fundamental principles of American democracy will be discussed and analyzed by a critical evaluation of our literary culture. Man as a political, social, and psychological being will be studied. The student will learn about the multi-ethnic backgrounds of the American citizen, the class systems, the economic structure, and the worth of the individual as a member of society. Research techniques, composition skills, spelling drill, and vocabulary enrichment will be covered.

II. Objectives

1. The student will learn the forms of discourse (Narration, Exposition, Description, and Persuasion) and will be able to identify and explain each form.

2. The student will know the major literary works of each important period in American History and will be able to evaluate each in relation to its background.

3. The student will know the major literary themes of the American Literary Scene and will have a clear idea of the correlation between United States History and the written word of each era.

4. The student will know the research techniques needed for a documented project and will submit two carefully researched papers which correspond to the themes covered in the United States History classes.

5. The student will read one book report each marking period which relates historically to the themes covered in the United States History classes.

6. The student will write one critical interpretation of an assigned literary selection each week.

7. The student will be able to pronounce, define, and use in correct context (both written and oral) selected lists of vocabulary words.

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III. Required Material

1. The United States in Literature. Scott Foresman. c1968
2. Miller, Arthur. The Crucible.
3. Thoreau, Henry David. Walden
4. Hawthorne, Nathaniel. Scarlet Letter
5. Walker, Margaret. Jubilee
6. Washington, Booker T. Up from Slavery
7. Clemens, Samuel. Adventures of Huckleberry Finn
8. Crane, Stephen. The Red Badge of Courage.
9. Cather, Willa. My Antonia
10. Sinclair, Upton. The Jungle.
11. Anderson, Sherwood. Winesburg, Ohio
12. Wharton, Edith. Ethan Frome
13. Smith, Elmer R. Meet an American
14. Michener, James. Sayonara
15. Faulkner, William. Intruder in the Dust
16. Angus, Douglas and Sylvia. Contemporary American Short Stories

IV. Course Outline

An interdisciplinary program requires a well-structured course of study which adheres closely to the basic concepts. One of the prime goals of this course is to have the students see the relationship between the historical events and the literary contributions of a given period. Therefore, a careful correlation of the significant themes analyzed in the United States History classes has been made with the significant themes studied in the American Literature classes. Thus, it is recommended that a chronological rather than a genrological or thematic approach be used.

Students in this course will also be enrolled in American History (2537-2538) and provisions have been made for mutual research papers. The English Department will be responsible for teaching the techniques of finding information and using library resources. Vocabulary and spelling words appropriate to both courses will be studied. A composition program reflecting rhetoric skills and historical data will be developed.

Week 1: General introduction to the course
Explain philosophy of interdisciplinary approach
Introduce forms of discourse: narration
exposition
description
persuasion

Week 2 — Colonial period.
Literature: Bay Psalm Book
Horn Book
Captain John Smith. Captain Smith Among the Indians
William Bradford. The Pilgrims Meet the Indians
William Byrd. A Progress to the Mines in the Year 1723
Edward Taylor. The Joy of Church Fellowship Rightly Attended; Upon What Base?
Jonathan Edwards. Sinners in the Hands of an Angry God
Arthur Miller. Crucible
Composition: Exposition

Week 3 — Revolutionary period
Literature: Benjamin Franklin. The Whistle; the Way to Wealth
Thomas Paine. Common Sense
Thomas Jefferson. The Declaration of Independence
George Washington. Farewell Address to the People of the United States, Sept. 17, 1796
Composition: Persuasion

Week 4 — Revolutionary period (Cont.)
Literature: Forbes. Paul Revere and the World He Lived In
Benet. Tooth for Paul Revere
Longfellow. Paul Revere's Ride
Composition: Comparing and Contrasting Techniques of book reviewing
Activity: Library resources

Week 5: — Romantic movement
Literature: Washington Irving. Early Life in Manhattan
The Devil and Tom Walker
William Cullen Bryant. Thanatopsis
To a Waterfowl
James Fenimore Cooper. The Deerslayer (Selections)
Edgar Allan Poe. The Purloined Letter
Composition: Description
Activity: Dictionary Skills

Week 6: — American Renaissance
Literature: Henry David Thoreau. Walden (Selections)
Civil Disobedience
Ralph Waldo Emerson. Self Reliance
Henry Wadsworth Longfellow. The Arsenal at Springfield
The Tide Rises, the Tide Falls
Divina Commedia
Composition: Exposition

Week 7-8: American Renaissance
Literature: Oliver Wendell Holmes. The Chambered Nautilus
James Russell Lowell. The Courtin'
John Greenleaf Whittier. Snow-Bound
Nathaniel Hawthorne. Scarlet Letter
Emily Dickinson. Poems (Selections)
Herman Melville. Redburn
Composition: Informal essay

Week 9: War Between the States
Literature: Walt Whitman. Leaves of Grass (Selections)
When Lilacs Last in the Dooryard Bloomed
Henry Timrod. Ethnogenesis
Abraham Lincoln. Second Inaugural Address, Mar. 4, 1865
Gettysburg Address
Composition: Interpreting poetry
Activity: Civil War Songs

Week 10: War Between the States (Cont.)
Literature: Margaret Walker. Jubilee

Week 11: Realism (Black Experience in America)
Literature: William Dubois. "Of the Coming of John"
Lucy Terry. Bars Fight
George Moses Horton. The Slave's Complaint
Jupiter Hammon. An Evening Thought
Salvation by Christ
Booker T. Washington. Up from Slavery
Activity: Negro Spirituals

Week 12: Realism (Cont.)
Literature: Samuel Clemens. Huckleberry Finn

Week 13: Realism(Cont.)
Literature: Bret Harte. Luck of Roaring Camp
Conrad Richter. Early Marriage
Bernard De Voto. Crossing the Great Salt Desert
Composition: Description
Activity: American Legends
Folk songs

Week 14-15: Realism (Cont.)
Literature: Stephen Crane. The Red Badge of Courage

Week 16: Realism (Cont.)
Literature: Edwin Arlington Robinson. Richard Cory
Miniver Cheevy
Edgar Lee Masters. Spoon River Anthology (Selections)
Willa Cather. The Sculptor's Funeral
Jack London. To Build a Fire
Composition: Narration

Week 17-18 The Immigrant
Literature: Willa Cather. My Antonia

SECOND SEMESTER

Week 1: New Voices
Literature: F. Scott Fitzgerald. Bernice Bobs Her Hair
Sherwood Anderson. Winesburg, Ohio (Selections)
Katherine Anne Porter. The Jilting of Granny Weatherall
Carl Sandburg. Chicago Poems (Selections)
Composition: Short Story

Week 2-3: New Voices (Cont.)
Literature: Upton Sinclair. The Jungle

Week 4: New Voices (Cont.)
Literature: Edith Wharton. Ethan Frome

Week 5: War Theme in American Literature
Literature: Ernest Hemingway. In Another Country
George Santayana. War
Harold F. Dixon. Three Men on a Raft
A. M. Rosenthal. There Is No News from Auschwitz
Dalton Trumbo. Johnny Got His Gun (Selections)
William Faulkner. Two Soldiers
Irwin Shaw. Act of Faith
Composition: Point of View

Week 6: War Theme in American Literature (Cont.)
Literature: James Michener. Sayonara

Composition: Compare and Contrast. Sayonara and Jubilee

Week 7-8 The Individual
Literature: William Faulkner. Intruder in the Dust

Composition: Interpretation

Week 9 The Individual (Cont.)
Literature. Eudora Welty. A Visit of Charity.
Why I Live at the P. O.
William Faulkner. The Bear
Dorothy Canfield. Sex Education
Ralph Ellison. Battle Royal
Composition. Symbolism

Week 10 Contemporary Scene
Literature. Bernard Malamud: "The Last Mohican"
Jack Ludwig. A Woman of Her Age
James Baldwin. Come Out the Wilderness"
Georgia McKinley: The Crime

Week 11 Contemporary Scene (Cont.) Poetry
Literature. e. e. cummings. chansen innocente
Robert Frost. Birches
Death of the Hired Man
Marianne Moore: Poetry
Stephen Vincent Benet. John Brown's Body (Selections)
Composition. Paraphrase and Analysis

Week 12 Satire in American Literature
Literature. James Thurber. The Secret Life of Walter Mitty
Stephen Vincent Benet. The Devil and Daniel Webster
Samuel Clemens. The Man That Corrupted Hadleyburg
Composition. Character Analysis

Week 13 Modern Drama
Literature. Eugene O'Neill. Ile
Tennessee Williams. Glass Menagerie
Composition. Interpretation

Week 14 Social Scene
Literature. Irwin Shaw. The Dry Rock
Shirley Jackson. The Lottery
James Purdy. Encore
Tillie Olsen. Tell Me a Riddle
Composition. Narration

Week 15 American Scene
Literature. Thomas Wolfe. Credo
Langston Hughes. Let America Be America Again
Hal Borland. America Is Americans
Jam Struther. The American Way of Life

Week 16 The American Scene (Cont.)
Literature. Arthur M. Schlesinger, Sr. "What Then Is The American, This New Man?"
John F. Kennedy. Inaugural Address

Composition. Essay

READINGS IN AMERICAN LITERATURE (0935)

OBJECTIVES

CONDITIONS	TASK	STANDARDS
1. After studying the forms of discourse--narration, exposition, description, and persuasion	the student must be able to identify and explain in both written and oral composition	each of these forms.
2. After studying the major literary works of the Colonial and Revolutionary periods	the student must be able to evaluate and correlate the basic concepts of	7 literary selections.
3. After reading 12 full-length books relevant to both American Literature and American History	the student must be able to evaluate critically the literary style of	10 of these books.
4. After reading 12 full-length books relevant to both American Literature and American History	the student must be able to correlate the historical themes found in	10 of these books.
5. After studying the research techniques needed for a documented project	the student, utilizing the concepts studied in the American History classes, will submit	2 carefully researched papers.
6. After studying 300 basic vocabulary words	the student must be able to pronounce, define, and use correctly in both written and oral communication	250 of these words.
7. After examining 35 poetry selections and learning about paraphrasing and analyzing	the student will be able to paraphrase and analyze	25 of these poems.
8. After studying the techniques for critical evaluation of the short story	the student will be able to illustrate the theme, setting, symbolism, and plot of	any given short story.

U.S. HISTORY

TEAM TEACHING PROGRAM at Hartford Public High School

(INTERDISCIPLINARY) APPROACH UTILIZING

Art and English

MARKING PERIOD ONE

SØ 007 161

UNITED STATES HISTORY TEAM TEACHING AT HARTFORD PUBLIC HIGH SCHOOL
MODEL INSTRUCTIONAL WEEK

To the student:
This is the basic plan for your week during this academic year. (1972-73)

Social Studies
Mr. Schein
Mr. Keogh
Mr. Hunt
Art
Mr. Ellis
English
Mrs. Freeman

INSTRUCTIONAL MATERIALS AND PROCEDURES FOR PARTICIPATING CLASSES	Monday	Tuesday	Wednesday	Thursday	Friday
1. Common planning periods for participating instructors 2. Common basic textbook, and supplementary written materials (same editions) 3. Common visual and auditory materials 4. Same testing and evaluation procedures 5. Variation in teaching styles for large and small group instruction by participating teachers.	LARGE GROUP INSTRUCTION 1. Present overview of week's assignments 2. Lectures-Discussions-using a. Films b. Filmstrips c. Transparencies d. Guest speaker e. Video-taped programs etc.	SMALL GROUP INSTRUCTION Work session-students will work on assignments and/or projects a. Instructor will check off assignments and/or projects b. Hold individual conferences with students on their work progress c. Independent research by students (individual classrooms) d. Work on related art or English projects (arranged by participating instructors)	SMALL GROUP INSTRUCTION Discussion & Clarification of large group instruction a. Example: Discussion of specific historical case studies presented on Monday (individual classrooms) b. Use of historical newspapers as bases for discussion	LARGE GROUP INSTRUCTION Include: Lectures-Discussions-using a. Films b. Filmstrips c. Transparencies d. Guest speaker e. Video-taped programs etc. (same room)	SMALL GROUP INSTRUCTION Work session-permit students to work on individual assignments a. Instructors will check off assignments and/or projects b. Hold individual conferences with students on their progress (individual classrooms) c. Work on related art or English projects (arranged by participating instructors)

UNITED STATES TEAM TEACHING AT H. P. H. S.
STUDENT MODEL TEST OR QUIZ WEEK

Social Studies
Mr. Schein
Mr. Keogh
Mr. Hunt
Art
Mr. Ellis
English
Mrs. Freeman

Monday	Tuesday	Wednesday	Thursday	Friday
			REVIEW PERIOD 1. Review for the test-quiz, this will be given once every two weeks 2. Quezzes and Tests will be the same for all participating classes	(SMALL GROUP INSTRUCTION) Test-Quiz (individual rooms)*

* 1. Test make-up for absent students (individual classrooms) on Tuesday of the following week.

LARGE GROUP INSTRUCTIONAL PROCEDURES

FIRST SEMESTER

MARKING PERIOD I - SEPT. 6 - NOV. 17, 1972

THEME I CREATION OF THE FEDERAL REPUBLIC

Social Studies
Mr. Schein
Mr. Keogh
Mr. Hunt

Art
Mr. Ellis

English
Mrs. Freeman

DATES ROOM 109	CONCEPTS	UNIT OR WEEKLY ASSIGNMENTS - BEHAVIORAL OBJECTIVES -	VISUALS AND OTHER MATERIALS FOR LARGE GROUP INSTRUCTION	SUBSTITUTIONS AND COMMENTS
Sept. 6 Thurs.	Orientation	1) First Marking period - student syllabus distributed 2) Students will know their responsibilities, course expectations, evaluation procedures, behavior. 3) Assignments for the week will be given in class on Monday, although students will be encouraged to proceed on advanced assignments and projects for the entire marking period.	1) Model Instructional work sheets 2) Student syllabus 3) Students are expected to take notes on certain ideas presented in class. These ideas will appear on future tests.	
Sept. 11 Mon.	Pre-Colonial European Background a) Exploration of America b) European Rivalry c) Explorers	1) Students will demonstrate their understanding of sources of historical evidence cases 1, 2 & 3 (Vol. I - Casebook) 2) Intro. cases 3, 4 & 5 assignments	1) Transparency - Motives for exploration & colonization - No. 3 2) Filmstrip (Life) - The Age of Exploration	
Sept. 14 Thurs.	a) Overview of thirteen colonies b) Colonial differences c) Slavery in the Colonies	Students are to know the make-up of the colonies through lecture - discussions and use of visuals (Demonstration of student knowledge through assignments and tests)	1) Trans. - Thirteen colonies 1764 - No. 9 2) Filmstrip & Records - Slavery in the English Colonies - Universal Arts (43002)	

DATES ROOM 109	CONCEPTS	UNIT OR WEEKLY ASSIGNMENTS - BEHAVIORAL OBJECTIVES -	VISUALS AND OTHER MATERIALS FOR LARGE GROUP INSTRUCTION	SUBSTITUTIONS AND COMMENTS
Sept. 18 Mon.	a) Struggle for Independence b) Causes c) Effects	1) Intro. Chapter 3, Assignment (Basic Text) 2) Intro. Map Assignment - (p. 43 - Basic Text) Students are to know of the struggle for independence through lecture - discussions, and visuals.	1) Trans. - Chronology of events leading to the American Revolution - No. 25 2) Trans. Factors for and Against American Success In the Revolutionary War - No. 11 3) Filmstrip (Life) - The American Revolution	
Sept. 22 Thurs.	Review Facts & Concepts for 1st test	Sources for the test will include assignments due Sept. 19 from Basic Text. Large Group Lectures - Sept. 11, 14 & 18	1) Use of overhead projector 2) Distribute review outlines to students	
Sept. 25 Mon.	Historical Evidence	Intro. assignment - cases 6 & 7, Vol I & Newspaper assignments. Students will be able to distinguish between primary and secondary sources of historical evidence	1) Use of Historical Newspapers - (Hartford Courant) a) Boston Massacre, March 19, 1770 b) Battle of Lexington, April 24, 1775 c) Common Sense - Feb. 19, 1776 d) Battle of Yorktown - Nov. 13, 1781 e) Death of Washington - Dec. 20, 1799	
Sept. 28 Thurs.	Art In History	1) Art - Lecture - Discussion under Mr. John Just Ellis' direction - correlate theme with art lecture		

DATES ROOM 109	CONCEPTS	UNIT OR WEEKLY ASSIGNMENTS - BEHAVIORAL OBJECTIVES -	VISUALS AND OTHER MATERIALS FOR LARGE GROUP INSTRUCTION	SUBSTITUTIONS AND COMMENTS
Oct. 2 Mon.	a) Trials of a New Nation b) Articles of Confederation c) Constitution	Intro. assignments for Chapter 4 1) Student will be able to explore how the Constitution developed from the Articles of Confederation 2) Remind students of forthcoming assignments: Case 8, (Vol. I) Case 9, (Vol. I) & Map assignment - pp. 320-321	1) Trans. - Articles of Confederation - U.S. Constitution No. 25 2) Trans. - Forces For And Against American Union - 1781-1789 - No. 24	
Oct. 5 Thurs.	Review Facts & Concepts for 2nd Test	Sources for the second test will include assignments due Oct. 3 (Basic Text, Casebook, Newspapers, Large Group Instruction, Sept. 26, 28, Oct. 3	1) Use of overhead projector 2) Distribute review outlines	
		THEME II Expansion and Political Unity		
Oct. 12 Thurs.	1) Louisiana Purchase 2) Other territorial gains to 1853	Students will be able to know how the United States expanded (1776-1853)	1) Trans. - Louisiana Purchase, 1803 - No. 29 2) Trans. - United States & territorial Gains 1776 - 1853 3) Film - Louisiana Purchase	
Oct. 16 Mon.	Reform Movement (Early 19th Century	1) Intro. Newspaper Questions - Connecticut State Constitution, Sept. 22, 1818 - assignment 2) Chapter 11 assignments (Basic Text) 3) Advanced assignment: Chapter 12 (Basic Text) Students will know how early 19th century Reform Movements developed.	1) Use of Newspaper - Conn. State Constitution - Sept. 22, 1818 - (discuss lottery - relate this topic to the present) 2) Distribute outlines on early 19th century Reform Movements.	

DATES ROOM 109	CONCEPTS	UNIT OR WEEKLY ASSIGNMENTS - BEHAVIORAL OBJECTIVES -	VISUALS AND OTHER MATERIALS FOR LARGE GROUP INSTRUCTION	SUBSTITUTIONS AND COMMENTS
Oct. 19 Thurs.	Review Facts & concepts for 3rd test	Sources for the third test will include assignments due Oct. 17, 1972 (Basic Text, Casebook (Vol. I), (Newspapers) - Large Group Instruction, Sept. 12 & 16	1) Use of overhead projector 2) Distribute review outlines	
Oct. 26 Thurs.	Art in History (The Arts in U.S. up to 1860's	Art Lecture - Discussion, under Mr. John Just Ellis, direction - correlate theme with art lecture		
Oct. 30 Mon.	Manifest Destiny	Students will know the political motivations for U.S. expansion	Distribute an outline include: 1) Texan Independence 1836 2) Mexican War - 1846 3) Division of Oregon - 1846 4) Morman Migration - 1847 5) Gold in California - 1848 6) Compromise of 1850	
Nov. 2 Thurs.	Political and Social divisions in the U.S.	Students will know the social and political divisions in the U.S. which resulted in Civil War	1) Trans. The Kansas-Nebeaska Act. & The Dred Scott Decision - No. 46 2) Trans. - Comparison of the North - South - No. 49 3) The Election of 1860 - No. 48	
Nov. 6 Mon.	Review facts & concepts for the Marking Period Test	Sources for the marking period test will include - Basic Text, Casebook assignments; Newspapers, Large Group Instruction Lectures, Large section on Map Skills p. 43 & pp. 320-321.	Review periods - Prior to the test.	

STUDENT RESPONSIBILITIES

UNITED STATES HISTORY TEAM TEACHING PROGRAM

1st. SEMESTER

Social Studies
Mr. Schein
Mr. Keogh
Mr. Hunt

Art
Mr. Ellis

English
Mrs. Freeman

MARKING PERIOD I

DATES TO REMEMBER!

Sept. 6-Nov. 12, 1972

Review Day	Quiz Day
Sept. 21	Sept. 22
Oct. 5	Oct. 6

Academic Warnings
Oct. 10

Review Day	Quiz Day
Oct. 19	Oct. 20

Test Day (50 Days)
Nov. 8,9,10,13,14

TO THE STUDENT:

You are responsible for the completion of assignments by certain dates. All written assignments are to be kept in a permanent notebook. These assignments are to be done in ink. Naturally, you are expected to express yourself in complete sentences.
Your work will be evaluated on the following bases:

1. You must show your ability to understand the particular question.

2. You must state the idea of the material as a whole, that is, as a part of a broader picture.

3. You must relate the material to the present, thus showing its relevance to the present.

4. You must discover and state the underlying issue which may be applied to the contemporary (present) situation.

Map assignments are to be done on outline maps according to the specific instructions for the particular Map Skills assignment.

Students are responsible for the completion of the following group of written assignments by the following date: Sept. 19, 1971: Assignments will be checked by your teacher during the designated weekly work-sessions. You are encouraged to proceed independently the advanced assignments for this entire marking period. On Mondays, you will be reminded when a set of assignments should be completed.

(THEME I) CREATION OF THE FEDERAL REPUBLIC

A. Basic Text - History Of A Free People - Bragdon - McCutchen.

(1) Read Chapter 3. Write out the answers to questions 1,4,& 8 on p. 74. Opinion Question (in text), p. 68.

B. Map Skills

1. On an outline map of the Eastern United States use the information provided in the Basic Text on p. 43. (English Colonies - 1774). Print all the information that appears on this map. (Include title, exclude the key to this map)

C. Case Studies In American History - Selected Case Studies In American History (Vol. I) - Gardner - Beery-Olson. Read and Study the following cases. Following each case will be the number of the assigned questions to be fully written out.

1. Case I (Vol. I) (A Book, A Coin, A China Plate). Historical Records and other Sources of Information: pp. 7-8 (1,3,5,&6).

2. Case 2 (Vol. I) (Isabella and the Pawn Broker). Evaluation of historical sources: pp. 15-17 (1-2)

3. Case 3 (Vol. I) (Ericson vs. Columbus). Historical Evidences; p. 31 (1-4).

4. Case 4 (Vol. I) (John Smith; History or Hoax). Evaluation of Historical Sources; pp. 33-34 (1-4).

5. Case 5 (Vol. I) (Pilgrim & the Artist) Historical Evidence & Interpretation; p. 57 (1-5).

D. ADDITIONS, DELETIONS, SUBSTITUTIONS

Notes

E. Your first test (Sept. 22) will be based on facts and concepts taken from the Basic - Text, Case - Studies (Vol. I) and Large Group Instruction. One of your test-essay questions will be from your assignment in the Basic - Text.

Students are responsible for the completion of the following written assignments by the following date: Oct. 3, 1972.

(THEME I) CREATION OF THE FEDERAL REPUBLIC

A. Basic Text

(1) Read Chapter 4. Write out the answers to questions 1 & 8, p. 100. Opinion Question (in text), p. 95.

B. Case - Studies In American History

(1) Case 6 (Vol. I). (Who Fired That Shot?) Historical Evidence; p. 71 (1,2,3&4).

(2) Case 7, (Vol. I). (Sam Adams and the Minuteman), Historical Interpretation; p. 84 (1-3) & p. 85 (1&4).

C. Historical Newspapers (Hartford Courant)

(1) Refer to the newspaper excerpt - "Boston Massacre" March 19, 1770. Answer the following questions:
How does the newspaper account of the "Boston Massacre" differ from the Case - Study (6) "Who Fired That Shot" and from the account in the textbook, p. 45 chapter 2.
To which account would you give the most credibility? Why?
Does the newspaper account seem partial? If so, how is the partiality shown?

(2) Refer to the newspaper excerpt "Battle of Lexington, April 24, 1775. Answer the following questions:
How does the newspaper account of "Battle of Lexington" (April 24, 1775) differ from the Case - Study (7), "Sam Adams and the Minutemen", and from the account in the textbook (p. 50, p. 62 Ch. 3). To which account would you give the most credibility? Why? Does the newspaper account seem partial? If so, how is the partiality shown?

(3) Refer to the newspaper excerpt "Common Sense" Feb. 19, 1770. Answer the following questions: According to Paine, what brought about government in human society?

(4) Refer to the newspaper excerpt "Battle of Yorktown", Nov. 13, 1781. Answer the following question. From the newspaper excerpt "Battle of Yorktown", state the terms of surrender that Washington offered Cornwallis. Do you think these terms were generous or harsh? Why?

(5) Refer to the newspaper excerpt "Death of Washington" Dec. 20, 1799. Answer the following question: From the excerpt list five contributions for which Washington was given credit.

D. ADDITIONS, DELETIONS, SUBSTITUTIONS

Notes

E. Your second test (Oct. 6) will be taken from the following sources: (1) Basic Text, (2) Casebook, (3) Historical Newspapers, (4) Large Group Instruction (including Art In History - Lecture). You will be tested on the differences between primary and secondary sources of information.

Students are responsible for the completion of the following written assignments by the following date: Oct. 17, 1972.

(THEME II) EXPANSION AND POLITICAL UNITY

A. Basic Text

(1) Read Chapter 11. Write out the answers to the following questions 5 & 6, p. 293. Opinion Questions (in text), p. 276 & p. 277.

B. Case Studies In American History

1. Case 8 (Vol. I) (Aaron Burr: Guilty or Not Guilty) Historical Interpretation, pp. 86-99; p. 96 (1,2,&3)

C. Historical Newspapers (Hartford Courant)

1. Answer the following questions:
From the newspaper excerpt "Sept. 22, 1818", select and explain an advertisement that relates to the present Conn. State Lottery. Why do you agree or disagree with the defense of the "lottery" as presentedin the first column of this excerpt? (Note: In reading this excerpt note the similarity between the Conn. State Constitution and U.S. Constitution).

D. ADDITIONS, DELETIONS, SUBSTITUTIONS

Notes

E. The third test (Oct. 20) will be taken from the following sources: (1) Basic Text (2) Casebook (Vol. I) (3) Newspapers; (4) Large Group Instruction.

Students are responsible for the completion of the following written assignments by the following date: Nov. 17, 1972.

(THEME II) EXPANSION AND POLITICAL UNITY

A. Basic Text

(1) Read Chapter 12. Write out the answers to the following questions 6, 7 & 8 on p. 319. Opinion Question (in text), p. 318.

B. Map Skills

1. On an outline map of the United States, label outline and shade in (using different colors) the following: (Use Basic - Text pp. 320-321 United States In 1850).

a. U.S. in 1783
b. Florida Purchase (1803)
c. Texas (1845)
d. Mexican Cession (1848)
e. Oregon (1846)
f. Gadsden Purchase (1853)

Print the names of all the states that existed in 1850. With a red and/or blue dotted line show the Oregon Trail.

C. Case Studies In American History

1. Case 9 (Vol. I) (The Real Davy Crockett) Historical Documentation, pp. 100-113; p. 113 (1,2,3&4).

D. ADDITIONS, DELETIONS, SUBSTITUTIONS

Notes

The Marking Period Test will be based on the following sources: (1) Basic Text; (2) Casebook; (3) Newspapers; (4) Large Group Instruction. A large part of this examination will test your map skills and Knowledge (Map Skills assignments p. 43 & pp. 320-321 Basic Text). Review the three back tests.

HOW YOUR MARKING PERIOD GRADE WILL BE DETERMINED

To the Student:

Your marking period grade will be made up from marks earned on the marking period test; from the three tests given during the marking period; and from completion of assignments (including quality of assignments and lecture notes in the notebooks) and participation in classroom discussions (Wed. Small Group Discussion). Each of these three main categories will constitute one third of your mark.

The number of assignments due during a marking period will be divided into 100 to determine the value of each written assignment. If there are ten assignments each would be worth ten points; if twelve, 8½; if 14, then 7 . If the assignments are done satisfactorily full credit will be given. It the assignmenss are not satisfactorily done or if they are late half credit will be give. As an example, if there are 9 assignments of which six are done satisfactorily, two are handed in late and one not done at all the student would receive a mark of 78. This mark would constitute one third of the marking period grade. Consideration will be given for participation in class discussion.

Your test grade will be averaged with the marks you earn through completion of assignments and classroom participation. This mark will make up two thirds of your marking period grade. Required projects may add as much as ten extra points to this average and may be earned as shown in the following schedule:

REQUIRE PROJECTS FOR CERTAIN GRADES or (How to Earn Extra Points for Your Class Average)

1) Extra-Credit Questions for Supplementary Readings-Up to five Points for answering Questions on one chapter in the supplementary readings. See B Category Projects.
2) Extra-Credit for Short Reports related to one of the Marking Period Themes. See B^+ Category Projects.
3) Extra-Credit for Role-Playing Assignments. Up to Seven Points for carrying out role-playing assignments (including research) See A Category Projects. This category includes Book Reviews.
4) Independent Research Project-This project will be based on one theme of the marking period and will include: a) using several information sources; b) foot notes; c) bibliography. Consult your teachers-Up to Ten points and see A^+ Category Projects. The amount of extra credit earned, of course, will be determined by the quality of the work done in doing the additional assignments.

Your average as amended by the inclusion of points earned from the completion of extra credit assignments will constitute two thirds of your marking period grade. The other third will be determined by your score on the marking period test.

PROJECTS - A^+ CATEGORY
Independent Research Projects

If you have or anticipate a mark in the A - B^+ range you may contract with your teachers to earn an A^+ for the marking period by selecting a project from this category. For those of you that have a lower grade range you may earn up to ten additional points depending on the quality of your project work.

Consult Mr. Ellis on the related Art Projects and Mrs. Freeman on the related English - Social Studies Projects.

The following suggested projects could be the basis for your projects. Refer to Standards for evaluating student projects and answers to determine how the projects will be judged.

I. To Pursue The Matter (Basic Text)

A) p. 75 (2,3,5,6&7)

B) p.101 (1,4,6)

C) p.293 (4,6,7)

D) p.319 (2,4,5,8)

Consult with your instructors for additional information and ideas.

PROJECTS - A CATEGORY

If you have or anticipate a mark in the A - B^{+} range you may contract with your teacher to earn an A for the marking period by selecting a project from this category. For those of you that have a lower grade range you may earn up to seven additional points depending on the quality of your project work.

Consult Mr. Ellis on the related Art Projects and Mrs. Freeman on the related English - Social Studies Projects.

The following suggested projects could be the basis for your projects. Refer to Standards for evaluating student projects and answers to determine how the projects will be judged.

I. Select books that are related to the marking period themes from the following bibliographies: pp. 103-105 (Readings); pp. 294-295 (Readings) & pp. 382-383 (Readings). Consult with your instructors, librarians, others for additional ideas and information.

PROJECTS - B^+ CATEGORY

If you have or anticipate a mark in the B^+ - B range you may contract with your teacher to earn a B^+ for the marking period by selecting a project from this category. For those of you that have a lower grade range you may earn up to five additional points depending on the quality of your project work.

Consult Mr. Ellis on the related Art Projects and Mrs. Freeman on the related English - Social Studies Projects.

The following suggested projects could be the basis for your projects. Refer to the Standards for evaluating student projects and answers to determine how the projects will be judged.

I. To Pursue The Matter

	Sense of the Past Arnof
A. p. 75 (1-8)	1,8
B. p. 101 (1-6)	3
C. p. 154-155 (1-7)	1
D. p. 293 (1-7)	--
E. p. 319 (8)	1

PROJECTS - B CATEGORY

If you have or anticipate a mark in the B - C^+ range you may contract with your teacher to earn a B for the marking period by selecting a project from this category. For those of you that have a lower grade range you may earn up to four additional points depending on the quality of your project work.

Consult Mr. Ellis on the related Art Projects and Mrs. Freeman on the related English - Social Studies Projects.

The following suggested projects or written assignments could be the basis for your projects. Refer to the Standards for evaluating student projects and answers to determine how the projects or written answers will be judged.

I. Arthur Mann. Immigrants In American Life - Read Chapter I - The Peopling Of America - Answer the questions on p. 173 (1-4 - Colonial Background).

II. John Laslett, The Working man in American Life- Read Chapter I (Workers In Colonial Times) and answer questions on p. 188 (1-5 - Workers In Colonial Times) - or Read Chapter II (The Beginnings of Industry) and answer the questions on p. 188 (1-3 - The Beginnings of Industry)

STANDARDS FOR EVALUATING STUDENT PROJECTS & ANSWERS TO QUESTIONS

A+ Category (up to ten points)

Your independent research project should consist of at least ten handwritten or six typewritten pages.

Your project will be judged (evaluated) on the following bases (criteria).

1. The use of at least four sources of information
2. Use of foot notes (accuracy)
3. Inclusion of bibliography
4. In the body of your report at least four types of the following levels of abilities and/or skills must be shown:

   a. The ability to recognize unstated assumptions (hypotheses)
   b. Skill in distinguishing (telling appart) facts from hypotheses (assumptions)
   c. Ability to check the consistency of assumptions (hypotheses) with given information and other assumptions
   d. Skill in understanding interrelationships
   e. The ability to recognize form and pattern in literary or artistic works as a means of understanding their meaning
   f. The ability to recognize the general techniques used in persuasive materials, (advertising, propaganda)
   g. Skill in writing, using an excellent organization of ideas and statements
   h. Ability to develop assumptions (hypotheses) based upon an analysis of factors
   i. Ability to make generalizations
   j. The ability to determine general accuracy in reporting facts from the care given to exactness of statements, documentation, proof, etc.
   k. The ability to explain or point our fallacies (false-hoods) in arguments
   l. The ability to make comparisons of major theories, generalizations, and facts

A Category (up to seven points)

Your report should consist of at least seven handwritten or five typewritten pages.

Your Book Reviews, role-playing assignments will be judged (evaluated) on the following basis (criteria).

In the body of your report at least two types of the following levels of abilities and/or skills must be shown. (listing from A^+ Category)

B^+ Category (up to five points)

Your report should consist of at least three handwritten or two typewritten pages.

In your short independent reports you must show at least two of the following types of abilities and/or skills (Two or more from the abilities and/or skills list from the A^+ Category may also be shown)

1. The ability to understand the thought of the materials as a whole.
2. The ability to explain different types of social information
3. The ability to deal with the conclusions of a work in terms of the immediate inference made from clear (readily understandable) statements
4. Skill in predicting a continuing of certain trends
5. The ability to predict the possible effect of a change on an individual
6. The ability to apply certain terms, or ideas discussed in other sources of information

B Category (up to four points)

In your answers to the questions you must show at least one of the following abilities and/or skills

1. The ability to understand the particular question as shown in your written answer
2. The ability to understand metaphor, symbolisms irony, satire and exaggerated statements as shown in your written answer
3. The ability to understand the thought of the material as a whole
4. The ability to explain different types of social information. (The ability to explain social climate of a period through your reading assignment)
* 5. The ability to recall facts, methods, processes, patterns, structure, or setting in your answer.

* For written assignments only.

MONDAY, MARCH 19, 1770
THE CONNECTICUT
CONTAINING THE FINEST ADVICES

NUMBER 273
COURANT
BOTH FOREIGN AND DOMESTIC

By the Boston Post who came to Town on Thursday last, we have the following Account of the late Tragical Affair which happened there the 5th Instant, Viz.

Boston, March 12

The Town of Boston affords a recent and melancholy Demonstation of the destructive consequences of quartering Troops among Citizens in a Time of Peace under a Pretence of Supporting the Laws and aiding Civil Authority; every considerate and unprejudiced Person among us was deeply impressed with the Apprehension of these Consequences when it was known that a Number of Regiments were ordered to this Town under such a Pretext but in Reality to enforce oppressive Measures; to awe and control the legislative as well as executive Power of the Province, and to quell a Spirit of Liberty, which however it may have been basely opposed and even ridiculed by some, would do Honor to any Age or Country. A few Persons amongst us had determined to use all their Influence to procure so destructive a Measure with a View to their securely enjoying the Profits of an American Revenue, and unhappily both for Britain and this Country they found means to effect it.

. . . . . .

On the Evening of Monday, being the 5th Current, several Soldiers of the 29th Regiment were seen parading the Streets with their drawn Cutlasses and Bayonets, abusing and wounding Numbers of the Inhabitants.

A few minutes after nine o'clock, four youths, named Edward Archbald, William Merchant, Francis Archbald, and John Leech, jun. came down Cornhill together, and separating at Doctor Loring's corner, the two former were passing the narrow alley leading to Murray's barrack, in which was a soldier brandishing a broad sword of an uncommon size against the walls, out of which he struck fire plentifully. A person of a mean countenance armed with a large cudgel bore him company. Edward Archbald admonished Mr. Merchant to take care of the sword, on which the soldier turned round and struck Archbald on the arm, then pushed at Merchant and pierced through his clothes inside the arm close to the arm pit and grazed the skin. Merchant then struck the soldier with a short stick he had & the other Person ran to the barrack & brought with him two soldiers, one armed with a pair of tongs the other with a shovel: he with the tongs pursued Archbald back through the Alley, collared and laid him over the head with the tongs. The noise brought people together and John Hicks, a young lad, coming up, knocked the soldier down, but let him get up again; and more lads gathering, drove them back to the barracks where the boys stood, some time as it were to keep them in. In less than a minute 10 or 12 of them came out with drawn cutlasses, clubs and bayonets, and set upon the unarmed boys and young folks, who stood them a little while, but finding the inequality of their equipment dispersed. - On hearing the noise, one Samuel Atwood, came up to see what was the matter, and entering the alley from dock square heard the latter part of the combat, and when the boys had dispersed he met the 10 or 12 soldiers aforesaid rushing down the alley towards the square, and asked them if they intended to murder people? They answered Yes, by G-d, root and branch! With that one of them struck Mr. Atwood with a club, which was repeated by another, and being unarmed he turned to go off, and received a wound on the left shoulder which reached the bone and gave him much pain. Retreating a few steps ,

Mr. Atwood met two officers and said, Gentlemen, what is the matter? They answered, you'll see by and by. Immediately after, those heroes appeared in the square, asking where were the boogers? But notwithstanding their fierceness to naked men, one of them advanced towards a youth who had a split of a raw stave in his hand, and said damn them here is one of them; but the young man seeing a person near him with a drawn sword ... ready to support him, held up his stave ...they quietly passed by him up the little alley by Mr. Solfby's to Kingstreet where they attacked single and unarmed persons till they raised much clamor, and then turned down Cornhill Street, insulting all they met in like manner, and pursuing some to their very doors. Thirty or forty persons, mostly lads, being by this means gathered in Kingstreet, Capt. Preston, with a party of men with charged bayonets, came from the main guard to the Commissioners house, the soldiers pushing their bayonets, crying, Make way! They took place by the custom-house, and continuing to push to drive the people off, pricked some in several places; on which they were clamorous, and, it is said, threw snow balls. On this, the Captain commanded them to fire, and more snow balls coming, he again said, damn you Fire, be the consequence what it will! one soldier then fired, and a townsman with a cudgel struck him over the hands with such force that he dropt his firelock; and rushing forward aimed a blow at the Captain's head, which grazed his hat and fell pretty heavy upon his arm: However, the soldiers continued the fire successively, till 7 or 8, or as some say 11 guns were discharged.

By this fatal manouvre, three men were laid dead on the spot, and two more struggling for life, but what showed a degree of cruelty unknown to British troops, at least since the house of Hanover has directed their operations, was an attempt to fire upon or push with their bayonets the persons who undertook to remove the slain and wounded.

Mr. Benjamin Leigh, undertaker in the Delph Manufactory, came up, and after some conversation with Capt. Preston relative to his conduct in the affair, advised him to draw off his men, with which he complied.

MONDAY, APRIL 24, 1775 (NUMBER 539)
CONNECTICUT COURANT
Containing the Freshest Advices, both FOREIGN AND DOMESTIC
Open to all Parties - not under the influences of ANY

Worcester, May 3

AMERICANS! forever bear in mind the BATTLE of LEXINGTON - where British troops, unmolested and unprovoked, wantonly, and in most inhuman manner fired upon and killed a number of our countrymen, then robbed them of their provisions, ransacked, plundered and burnt their houses! nor could the tears of defenceless women, some of whome were in the pains of childbirth, the cries of helpless babes, nor the prayers of old age, confined to beds of sickness, appease their thirst for blood! - or divert them from the DESIGN of MURDER and ROBBERY!

The particulars of this alarming event will, we are credibly informed, be soon published by authority, as a committee of the provincial congress have been appointed to make special enquiry, and to take the depositions, on oath, of such as are knowing to the matter. In the meantime, to satisfy the expectation of our readers, we have collected from those whose veracity is unquestioned, the following account, viz.

A few days before the battle, the grenadier and light-infantry companies were all drafted from the several regiments in Boston, and put under the command of an officer, and it was observed that most of the transports and other boats were put together, and fitted for immediate service. This manuevre gave rise to a suspicion that some formidable expedition was intended by the soldiery, but what or where the inhabitants could not determine - however, the town watches in Boston, Charlestown, Cambridge, etc. were ordered to look well to the landing places. About 10 o'clock on the night of the 18th of April, the troops in Boston were discovered to be on the move in a very secret manner, and it was found they were embarking in boats (which they privately brought to the place in the evening) at the bottom of the common; expresses set off immediately to alarm the country, that they might be on their guard. When the expresses got about a mile beyond Lexington, they were stopped by about fourteen officers on horseback, who came out of Boston in the afternoon of that day, and were seen lurking in bye places in the country till after dark. One of the expresses immediately fled, and was pursued two miles by an officer, who when he had got up with him presented a pistol, and told him he was a dead man if he did not stop, but he rode on until he came up to a house, when stopping of a sudden his horse threw him off; having the presence of mind to hollow to the people in the house, "Turn out! Turn out! I have got one of them!" the officer immediately retreated as fast as he had pursued: the other express after passing through a strict examination, by some means got clear. The body of the troops in the mean time, under the command of Lieut. Colonel Smith, had crossed the river, and landed at Phipp's Farm: They immediately, to the number of 1000, proceeded to Lexington, 6 miles below Concord, with great silence: A company of militia, of about 80 men, mustered near the meeting-house; the troops came in sight of them just before sun-rise; the militia upon seeing the troops began to disperse; the troops then set out upon the run, hallooing and huzzaing, and coming within a few rods of them, the commanding officer accosted the militia in words to this effect, "Disperse you damn'd rebels! - damn you disperse!" Upon which the troops again huzzaed, and immediately one or two officers discharged their pistols, which were instantly followed by the firing of four or five of the soldiers, and then there seemed to be a general discharge from the whole body; it is to be noticed, they fired upon our

people as they were dispersing, agreeable to their command, and that we did not even return the fire: Eight of our men were killed and nine wounded; - The troops then laughed and damned the Yankees.

By the latest accounts from Boston we learn, that last Tuesday night the Grenadiers and Light Companies belonging to the several regiments in the Town of Boston were ferryed in long-boats from the bottom of the common over to Phipp's farm in Cambridge, from whence they proceeded on their expedition to Concord; they arrived at Lexington early the next morning, when they gave a specimen of their savage designs, by firing several times on a number of innocent men who were collected at that place, and among whom were the Selectman of the town. - Six men were killed on the spot & a number wounded. From thence, being about 12 hundred in number, they marched with speed to Concord, killing some on the road, firing some houses, and making considerable destruction till they arrived at Concord, where they designed to have destroyed their ammunition, & provisions, and carried off some field pieces; but as about 300 of our men had collected under arms at that place, their intentions were frustrated in that respect: however, they immediately fired on the militia, and the fire was as briskly returned by our men, who attacked and persued them on their retreat to Charlestown where they had a large reinforcement under the command of Lord Piercy, with two pieces of artillery, and from whence under covert of their shipping they retired to Boston. - Large numbers were continually flocking in from all parts of the country, and by Friday morning between 30 and 40 Thousand were assembled under arms. Our men took some of their wagons and stores, 20 prisoners, and killed upwards of 200 Regulars, among whom are General Holdiman, Major Hodgson, and some other Officers, and one Murray, son to Col. Murray, ... who piloted the troops out of Boston. Lord Piercy it is supposed was among the slain. The loss on our side was not so considerable, not more than 32 or 33 are killed, & but very few wounded. This engagement occasions a universal muster of the troops in Connecticut, great numbers of whom, completely equipped with arms, ammunition and provision, are gone to the relief of their distressed brethren. The major part of the members of the Provincial Congress had convened at Concord last Friday and the rest of the members were expected soon to be there.

As to the loss on the side of the regulars, the public may rely on it, from the most authentic advices, is not short of the number above mentioned, besides many that were wounded.

NEW YORK, April 20

On Tuesday evening arrived the Albany Snow, Sir William Johnson, Capt. Dean, 30 days from England; and yesterday the ship Samson, Capt. Conpar, both which vessels left the Downs together, about the 7th of March, and have brought London papers to the 4th. - Some accounts by these vessels mention, that the forces destined to, and on their way to America, were 11 regiments of foot, and two of Light Horse, on board 95 transports, with 11 sail of men of war, all victualled for 12 months; other accounts reduce the forces and ships to about half the above number. All accounts however, agree, that the design of their coming, is to dragoon the British Colonies into a surrender of their liberty and property, and to destroy the English Constitution. They who refuse to fight for their Liberty, deserve to be Slaves.

Runaway from the subscriber a servant man named David Canada, about 20 years of age, light complexion, light colored hair, slender built, goes stooping forward,

had on when he went away a red brown coat, black jacket, deer-skin breeches, blue stockings, calf-skin shoes, pewter shoe buckles, checked or striped woolen shirts; was in company with a tall slim fellow, six feet high. Whoever shall take up said David and return him to his father in Windham shall have 3s. reward and all necessary charges paid by me.

David Canada

Windham, April 17, 1775

Monday, February 19, 1776 Number 578
CONNECTICUT COURANT
Containing the Freshest ADVICES Both Foreign and Domestic

The Publisher of this Paper might have made an advantage to himself by printing the following celebrated piece in the form of a pamphlet. It is so greatly admired, and read with such avidity in the freeborn colonies, that the third edition is now printed in Philadelphia. There is also a German edition in the press at Philadelphia, and one in the Dutch language at New York. Two reasons may be assigned for publishing of it in the Courant: First, The difficulty of reasonably obtaining suitable paper to print it in a pamphlet. Secondly, from an anxious desire in the printer of furnishing his customers as soon as possible with everything curious, entertaining and instructive.

The WHOLE of a Pamphlet entitled
COMMON SENSE
addressed to the
INHABITANTS
of
AMERICA

INTRODUCTION

Perhaps the sentiments contained in the following pages are not yet sufficiently fashionable to procure them general favor, a long habit of not thinking a thing wrong, gives it a superficial appearance of being right, and raises at first a formidable outcry indefiance of custom. But the tumult soon subsides. Time makes more converts than reason.

As a long and violent abuse of power, is generally the means of calling the right of it in question (and in matters too which might never have been thought of, had not the sufferers been aggravated into the enquiry) and as the King of England hath undertaken in his own right, to suppert the parliament in what he calls theirs, and as the good people of this country are grievously oppressed by the combination, they have an undoubted privilege to enquire into the pretensions of both, and equally to reject the usurpations of either.

In the following sheets, the author hath studiously avoided every thing which is personal among ourselves. Compliments as well as censure to individuals make no part thereof. The wise and the worthy, need not the triumph of a pamphlet; and those whose sentiments are injudicious, or unfriendly, will cease of themselves unless too much pains are bestowed upon their conversion.

The cause of America is in a great measure the cause of all mankind. Many circumstances have, and will arise, which are not local, but universal, and through which the principles of all lovers of mankind are affected, and in the event of which, their affections are interested. The laying a country desolate with fire and sword, declaring war against the natural rights of all mankind, and extirpating the defenders thereof from the face of the earth, is the concern of every man to whom nature hath given the power of feeling of which class regardless of party censure, is the

AUTHOR

Of the Origin and Design of Government in general, with concise Remarks on the English Constitution. Some writers have so confounded society with

government, as to leave little or no distinction between them; whereas they are not only different, but have different origins. Society is produced by our wants, and government by our wickedness; the former promotes our happiness positively by writing our affections, the latter negatively by restraining our vices. The one encourages intercourse, the other creates distinctions. The first is a patron, the last a punisher.

Society in every state is a blessing, but government even in its best state is but a necessary evil; in its worst an intolerable one: For when we suffer, or are exposed to the same miseries by a government, which we might expect in a country without government, our calamity is heightened by reflecting that we furnish the means by which we suffer. Government, like dress, is the badge of lost innocence; the palaces of kings are built on the ruins of the bowers of paradise. For were the impulses of conscience clear, uniform, and irresistably obeyed, man would need no other lawgiver, but that not being the case, he finds it necessary to surrender up a part of his property to furnish means for the protection of the rest; and this he is induced to do by the same prudence which in every other case advises him , out of two evils to choose the least. Wherefore, security being the true design and end of government, it unanswerably follows, that whatever form thereof appears most likely to ensure it to us, with the least expense and greastest benefit, is preferable to all others.

In order to gain a clear and just idea of the design and end of government, let us suppose a small number of persons settled in some sequestered part of the earth, unconnected with the rest, they will then represent the first peopling of any country, or of the world. In this state of natural liberty, society will be their first thought. A thousand motives will excite them there-to, the strength of one man is so unequal to his wants, and his mind so unfitted for perpetual solitude, that he is soon obliged to seek assistance and relief of another, who in his turn requires the same. Four of five united would be able to raise a tolerable dwelling in the midst of a wilderness, but one man might labour out the common period of life without accomplishing anything: when he had filled his timber he could not remove it, nor erect it after it was removed; hunger in the mean time would urge him to quit his work, and every different want call him a different way. Disease, may even misfortune would be death; for though neither might be mortal, yet either would disable him from living, and reduce him to a state in which he might rather be said to perish, than to die.

Thus necessity, like a gravitating power, would soon form our newly arrived emigrants into society, the reciprocal blessings of which would supersede and render the obligations of law and government unnecessary while they remained perfectly just to each other. But as nothing but Heaven is impregnable to vice, it will unavoidably happen that in proportion as they surmount the first difficulities of emigration which bound them together in a common cause, they will begin to relax in their duty and attachment to each other: and this remissness will point out the necessity of establishing some form of government to supply the defect of moral virtue.

Some convenient tree will afford them a state-house, under the branches of which the whole colony may assemble to deliberate on public matters. It is more than probable that their first laws will have the title only of regulations and be enforced by no other penalty than public disesteem. In this first parliament every man by natural right will have a seat.

But as the colony encreases, the public concerns will encrease likewise, and the distance at which the members may be separated, will render it too inconvenient for all of them to meet on every occasion as at first, when their numbers was small, their habitations near and the public concerns few and trifling. This will point out the convenience of their consenting to leave the legislative part to be managed by a select number chosen from the whole body, who are supposed to have the same concerns at stake which those who appointed them, and who will act in the same manner as the whole body would act were they present. If the colony continues encreasing, it will become necessary to augment the number of the representatives, and that the interest of every part of the colony may be attended to, it will be found best to divide the whole into convenient parts, each part sending its proper number: and that the elected might never form to themselves an interest separate from the electors, prudence will point out the propriety of having elections often: because as the elected might by that means return and mix again with the general body of the electors in a few months, their fidelity to the public will be secured by the prudent reflection of not making a rod for themselves. And as this frequent interchange will establish a common interest with every part of the community, they will mutually and naturally support each other, and on this, (not on the unmeaning name of king) depends the strength of government, and the happiness of the governed.

THE CONNECTICUT COURANT
AND
WEEKLY INTELLIGENCER

Tuesday, November 13, 1781 No. 877

PHILADELPHIA, October 24

This morning arrived, Col. Tilghman, Aid de Camp to his Excellency General Washington, with the following dispatches for Congress.

Head Quarters, near York, 19th Oct. 1781

SIR,

I have the honor to inform Congress, that a reduction of the British army under the command of Lord Cornwallis, is most happily effected. The unremitted ardor which actuated every officer and soldier in the combined army, on this occasion, has principally led to this important event, at an earlier period than my most sanguine hopes had induced me to expect.

The singular spirit of emulation which animated the whole army, from the first commencement of our operations, has filled my mind with the highest pleasure and satisfaction, and had given me the happiest presages of success.

On the 17th instant, a letter was received from Lord Cornwallis, proposing a meeting of Commissioners to consult on terms for the surrender of the post of York and Gloucester. The letter (the first that had passed between us) opening a correspondence, a copy of which I do myself the honor to enclose; that correspondence was followed by the definitive capitulation, which was agreed to, and signed on the 19th. Copy of which is herewith transmitted, and which I hope will meet with the approbation of Congress.

I should be wanting in the feeling gratitude, did I not mention on this occasion, with the warmest sense of acknowledgement, the very chearful and able assistance which I have received in the course of our operations from his Excellency the Count de Rochambeau. Nothing could equal the zeal of our Allies, but the imitating spirit of the American officers, whose ardour would not suffer their exertions to be exceeded.

The very uncommon degree of duty and fatigue, which the nature of the service required from the officers of engineers, and artillery of both armies, obliges me particularly to mention the obligations I am under to the commanding and other officers of these corps.

I wish it was in my power to express to Congress, how much I feel myself indebted to the Count de Grasse, and the officers of the fleet under his command, for the distinguished aid and support which has been afforded by them .....

Return of the prisoners, military stores, ordnance, shipping, and other matters, I shall do myself the honor to transport to Congress, as soon as they can be collected by the heads of departments to which they belong .....

Your Excellency and Congress will be pleased to accept my congratulations on

this happy event, and believe me to be with the highest respect and esteem

Sir, Your Excellency's
Most obedient humble servant,

GEORGE WASHINGTON

York, Virginia, October 17, 1781

SIR,

I propose a cessation of hostilities for twenty four hours, and that two officers may be appointed by each side to meet at Mr. Moore's house, to serve terms for the surrender of the posts of York and Gloucester.

I have the honor to be, Sir, your most obedient and humble servant.

CORWALLIS

To His Excellency General Washington, commanding the combined forces of France and America.

Camp before York, 17th October, 1781

My Lord,

I have had the honor of receiving your Lordship's letter of this date. An ardent desire to spare the farther effusion of blood will readily incline me to listen to such terms for the surrender of your posts of York and Gloucester as are admissible. I wish, previous to the meeting of commissioners, that your Lordship's proposals in writing may be sent to the American lines; for which purpose a suspension of hostilities during two hours from the delivery of this letter will be granted.

I have the honor to be my Lord, your Lordship's most obedient humble servant,

GEORGE WASHINGTON

His Excellency General Earl Cornwallis, commanding his Britannic Majesty's forces in York and Gloucester.

York, in Virginia, Half past 4 P.M. 17th(October, 1781)

SIR,

I have this moment been honored with your Excellency's letter dated this day. The time limited for sending my answer will not admit of entering into the details of articles. But the basis of my proposals will be that the garrisons of York and Gloucester shall be prisoners of war, with the customary honors, and for the conveniency of the individuals which I have the honor to command, that the

British shall be sent to Britain and the Germans to Germany, under the engagement not to serve against France, America, or their Allies, until released, or regularly exchanged, That all arms and public stores shall be delivered up to you, but that the vital indulgence of side arms to officers, and of retaining private property shall be granted to officers and soldiers, and that the interest of several individuals in civil capacities, and connected with us, shall be attended to. If your Excellency thinks that a continuance of the suspension of hostilities will be necessary to transmit your answer, I shall have no objections to the hour that you propose.

I have the honor to be, Sir, your most obedient, and most humble servant.

CORNWALLIS

His Excellency General Washington, Commanding, Etc.

Head-Quarters before York, October 18, 1781

My Lord,

To avoid unnecessary difficulties and delays I shall at once, in answer to your Lordship's letter of yesterday, declare the general basis upon which a definitive treaty of Capitulation must take place. The garrisons of York and Gloucester, including the seamen as you proposed, will be received prisoners of war, the condition annexed, of sending the British and German troops to the parts of Europe to which they respectively belong, is inadmissable; instead of this they will be marched to such parts of the country as can most conveniently provide for their subsistance; and the benevolent treatment of prisoners which is invariably observed by the Americans, will be extended to them. The same honors will be granted to the surrendering army, as were granted to the garrison of Charlestown. The shipping and boats in the harbor, with all their guns, stores, tackling, furniture and apparel, shall be delivered in their present state to an officer of the navy, appointed to take possession of them.

The artillery, arms, accoutrements, military chest and public stores of every denomination, shall be delivered, unimpaired, to the heads of departments to which they respectively belong.

The officers will be indulged in retaining their side arms, and the officers and soldiers may preserve their baggage and effects, with this reserve, that property taken in the country will be reclaimed: With regard to the individuals in civil capacities, whose interests your Lordship wishes may be attended to, until they are more particularly described, nothing definitive can be settled. I have to add, that I expect the sick and wounded will be supplied with their own hospital stores, and be attended by British surgeons, particularly charged with the care of them. Your Lordship will be pleased to signify your determination, either to accept or reject the proposals now offered, in the course of two hours, from the delivery of this letter, that commissioners may be appointed to adjust the articles of capitulation, or a renewal of hostilities may take place.

I have the honor to be,
My Lord,
Your Lordship's most obedient, etc.
GEORGE WASHINGTON

To Lieutenant General
Earl Cornwallis, Commanding, etc.

THE CONNECTICUT COURANT
Vol XXXIV Monday, December 30, 1799 Number 1823

Congress of the United States
Wednesday, December 18

Mr. Marshall in a voice that bespoke the anguish of his mind, and a countenance expressive of the deepest regret, rose, and delivered himself as follows:

Mr. Speaker,

Information has just been received that our Illustrious Fellow Citizen, the COMMANDER IN CHIEF OF THE AMERICAN ARMY, and the late PRESIDENT OF THE UNITED STATES, is no more.

Though this distressing intelligence is not certain, there is too much reason to believe its truth. After receiving information of this National Calamity, so heavy and so afflicting, the House of Representatives can be but ill fitted for public business. I move you, therefore, they adjourn.

The motion was unanimously agreed to; and then the House adjourned till tomorrow morning, 11 o'clock.

Thursday, December 19

Mr. Marshall, with deep sorrow on his countenance, and in a low, pathetic tone of voice, rose and addressed the House as follows:

The melancholy event which was yesterday announced with doubt, has been rendered but too certain. Our Washington is no more! The hero, the sage, and the patriot of America - the man on whom in times of danger, every eye was turned and all hopes were placed, lives now only in his own great action, and in the hearts of an affectionate and afflicted people.

If, sir, it had not been usual, openly to testify respect for the memory of those whom heaven has selected as its instruments, for dispensing good to man: yet, such has been the uncommon worth, and such the extraordinary incidents which have marked the life of him whose loss we all deplore, that the whole American nation, impelled by the same feelings, would call with one voice for a public manifestation of that sorrow which is so deep and so universal.

More than any other individual and as much as to one individual was possible, has he contributed to found this our wide spreading empire, and to give the Western world its independence and its freedom. Having affected the great object for which he was placed at the head of our armies, we have seen him convert the sword into the plough share and voluntarily sink the soldier in the citizen.

When the debility of our federal system had become manifest and the bonds which connected the parts of this vast continent were dissolving, we had seen him the Chief of those Patriots who formed for us a Constitution, which, by preserving the union, will I trust, substantiate and perpetuate those blessings our revolution had promised to bestow.

In obedience to the general voice of his country, calling on him to preside over a great people, we have seen him once more quit the retirement he loved, and in a fashion more stormy and tempestuous than war itself, with calm and wise determination pursue the true interest of the nation and contribute, more than any other could contribute to the establishment of that system of policy which will, I trust, yet preserve our peace, our honor, and our independence. Having been twice unanimously chosen the Chief Magistrate of a free people, we see him at a time when his re-election with the universal suffrage could not have been doubted affording the world rare instance of moderation by withdrawing from his high station to the peaceful walks of prilife.

However public confidence may change and the public affections fluctuate with respect to others, yet with respect to him they have, in war and in peace, in public and in private life, been as steady as his own firm mind, and as constant as his own exalted virtues.

Let us then, Mr. Speaker pay the last tribute of respect and affection to our departed friend. Let the grand council of the nation display those sentiments which the nation feels.

For this purpose, I hold in my hand some resolutions which I will take the liberty to offer to the house.

"Resolved, That this House will wait on the President of the United States, in condolence of this mournful event.

"Resolved, That the Speaker's chair be shrouded with black, and that the Members and Officers of the house wear black during the session.

"Resolved, That a committee, in conjunction with one from the Senate, be appointed to consider on the most suitable manner of paying honor to the memory of the man, first in war, first in peace, and first in the hearts of his country."

"Resolved, That this House when it adjourn, do adjourn to Monday.

These resolutions were unanimously agreed to. Sixteen members were appointed on the third resolution.

In consequence of the afflicting intelligence of the death of General WASHINGTON, Mrs. Adam's Drawing Room is deferred to Friday, the 27th, when the ladies are respectfully requested to wear white, trimmed with black ribbon, black gloves and fans, as a token of respect to the memory of the late President of the United States: - The ladies of the officers of the general government will please to wear black.

BLAKE & ELY
Near the Ferry at Hartford, have for sale,

Twenty different sizes of BAR IRON, among which are Round Iron for vessels, Bolts, Deck & Spike Rods, Nail Rods, Cart-Tire, Sleigh-Shoes, Share Moulds, Etc.

ALSO

. Rum, Sugar, Molasses, Tea, Coffee, Chocolate, Codfish, Shad, Oakum: German, Crawley and Blistered Steel; Nails of different sizes; a few Tea Setts of China Ware, and a number of articles in the Grocery line by retail.

As they are about to dissolve their partnership, they request those who have demands on them to call and receive their pay, and those indebted to settle the same, either by cash or any kind of Grain, Pork, Beef, Butter, or almost any kind of Country produce. Hartford, December 16

Strayed from the subscriber last June, a redroan Horse COLT, one year old, natural trotter. Whoever will give information where he may be had shall receive a handsome reward and necessary charges of

JOSIAH LYMAN

New Hartford, December 2

FOR SALE, BY
JAMES WARD
At the sign of the Tea Kettle near the Bridge
Cast and Sheet Iron Stoves

Pipes for do. fashionable and common Andirons, Shovels and Tong., Sheet Iron, Sheet and Bar Lead, Sleigh Bells, Brass and common Candlesticks, Knives and Forks, Japaned and Tin Ware, Stills, Tea Kettles, Clock Glasses, Crucibles, Cast Steel, Etc.

GOLD BEADS, silver spoons, and most other kinds gold and silver work, Watches, Jewelry, Tinsel Trimmings, Swords and Epauletts - Watch repairing done on short notice - Cash paid for old Gold and Silver.

A consignment of White Lead in casks of One hundred each.

Hartford, December 9 tf.

A BARGAIN

To be sold by the subscriber, and immediate possession given, one acre of excellent land, pleasantly situated about forty rods east of the Bridge, Hartford, on which there is a good dwelling-house, barn, outhouses, two wells of good water, and two gardens, with a variety of fruit trees on the same.

Also, fourteen acres of land, lying about one mile from the above, suitable for mowing, pasturing, Etc. and seven acres of land in the fourth meadow, butting on Connecticut river, with a fishing place on the same. The whole will be sold together, or each part separate, an. indisputable title given and terms of payment made easy to the purchaser. For further particulars enquire of the subscriber living on the premises.

JOSEPH SHELDON

Hartford, November 30

Journeymen Cabinet-Makers

WANTED by the subscriber one or two Journeymen that are adept in their business, to whom good encouragement will be given, and punctual pay will be made.

JOHN TOLBUT
December 9

UNITED STATES HISTORY TEAM TEACHING PROGRAM
MARKING PERIOD I (Sept. 6 - Nov. 12, 1972)

AMERICAN LITERATURE

I. General introduction to the course
Discuss forms of discourse
1. Narration
2. Exposition
3. Description
4. Persuasion

II. Theme: Colonial Period: Puritan vs. Cavalier

Literature: Bay Psalm Book
Horn Book
Captain John Smith. Captain Smith Among the Indians
William Bradford. The Pilgrims Meet The Indians
William Byrd. A Progress to the Mines in the Year 1732
Edward Taylor. The Joy of Church Fellowship Rightly Attended Upon What Base?
Jonathan Edwards. Sinners in the Hands of an Angry G-d
Arthur Miller. Crucible

Composition: Exposition

III. Theme: Revolutionary Period

Literature: Benjamin Franklin: The Whistle
The Way to Wealth
Thomas Paine: Common Sense
Thomas Jefferson: The Declaration of Independence
George Washington: Farewell Address to the People of the United States, Sept. 17, 1796

AMERICAN HISTORY

Orientation

Theme: Creation of the Federal Republic

Concepts: Pre-Colonial European Background
a) Exploration of America
b) European Rivalry
c) Explorers

Overview of thirteen colonies
a) Colonial differences
b) Slavery in the colonies

Struggle for Independence
a) Causes
b) Effects

Historical Evidence
a) Primary sources
b) Secondary sources

Esther Forbes. Paul Revere and the World He Lived In
Stephen Vincent Benet. Tooth for Paul Revere
Henry Wadsworth Longfellow. Paul Revere's Ride

Composition: Persuasion
Compare and Contrast
Book Review

Trials of a New Nation
a) Articles of Confederation
b) Constitution

IV. Theme: Romantic Movement

Literature: Washington Irving. Early Life in Manhattan
Walker The Devil and Tom
William Cullen Bryant. Thanatopsis
To a Waterfowl
James Fenimore Cooper. The Deerslayer (Selections)
Edgar Allan Poe. The Purloined Letter

Composition: Description
Activity: Dictionary skills

Theme: Expansion and Political Unity

Concepts: American Expansion
a) Louisiana Purchase
b) Other territorial gains to 1853

V. Theme: American Renaissance

Literature: Henry David Thoreau. Walden (Selections)
Civil Disobedience
Ralph Waldo Emerson. Self Reliance
Henry Wadsworth Longfellow. The Arsenal at Springfield.
The Tide Rises, The Tide Falls
Dinina Commedia
Oliver Wendell Holmes. The Chambered Nautilus
James Russell Lowell. The Courtin'
John Greenleaf Whittier. Snow-Bound
Nathaniel Hawthorne. Scarlet Letter
Herman Melville. Redburn
Emily Dickinson. Poems. (Selections)

Reform Movements (Early 19th Century)

Composition: Exposition Informal Essay

SP 007 161

U.S. HISTORY

TEAM TEACHING PROGRAM at Hartford Public High School

(INTERDISCIPLINARY) APPROACH UTILIZING

Art and English

MARKING PERIOD THREE

UNITED STATES HISTORY TEAM TEACHING AT HARTFORD PUBLIC HIGH SCHOOL
MODEL INSTRUCTIONAL WEEK

To the student:
This is the basic plan for your week during this academic year. (1972-73)

Social Studies
Mr. Schein
Mr. Keogh
Mr. Hunt
Art — Mr. Ellis
English — Mrs. Freeman

INSTRUCTIONAL MATERIALS AND PROCEDURES FOR PARTICIPATING CLASSES	Monday	Tuesday	Wednesday	Thursday	Friday
1. Common planning periods for participating instructors 2. Common basic textbook, and supplementary written materials (same editions) 3. Common visual and auditory materials 4. Same testing and evaluation procedures 5. Variation in teaching styles for large and small group instruction by participating teachers.	LARGE GROUP INSTRUCTION 1. Present overview of week's assignments 2. Lectures-Discussions-using a. Films b. Filmstrips c. Transparencies d. Guest speaker e. Video-taped programs etc.	SMALL GROUP INSTRUCTION Work session-students will work on assignments and/or projects a. Instructor will check off assignments and/or projects b. Hold individual conferences with students on their work progress c. Independent research by students (individual classrooms) d. Work on related art or English projects (arranged by participating instructors)	SMALL GROUP INSTRUCTION Discussion & Clarification of large group instruction a. Example: Discussion of specific historical case studies presented on Monday (individual classrooms) b. Use of historical newspapers as bases for discussion	LARGE GROUP INSTRUCTION Include: Lectures-Discussions-using a. Films b. Filmstrips c. Transparencies d. Guest speaker e. Video-taped programs etc. (same room)	SMALL GROUP INSTRUCTION Work session-permit students to work on individual assignments a. Instructors will check off assignments and/or projects b. Hold individual conferences with students on their progress (individual classrooms) c. Work on related art or English projects (arranged by participating instructors)

LARGE GROUP INSTRUCTIONAL PROCEDURES

SECOND SEMESTER

MARKING PERIOD III - JAN. 29 - APRIL 13, 1973

Social Studies
Mr. Schein
Mr. Keogh
Mr. Hunt

Art
Mr. Ellis

English
Mrs. Freeman

THEME I REFORM MOVEMENTS

DATES ROOM 109	CONCEPTS	UNIT OR WEEKLY ASSIGNMENTS - BEHAVIORAL OBJECTIVES -	VISUALS AND OTHER MATERIALS FOR LARGE GROUP INSTRUCTION	SUBSTITUTIONS AND COMMENTS
Jan. 29	1) Political corruption 2) Pressure Groups & Lobbies	1) Intro. Chapter 18 (Basic Text) assignment. 2) Case 6 (Vol. 2) assignment. Students will know the political corruption and corporate pressures that existed during this period.	1) Distribute student outline - include: a) Tweed Ring. b) Scandals under Grant's Administration. c) Need for Civil Service Reforms d) Corporate pressure groups - Railroad influence.	
Feb. 1	Populism	1) Students will know the causes and effects of the U.S. agrarian revolution in the latter 19th century. 2) Students will know the reforms recommended by the populists Intro. assignment from Wade & Mann & Newspaper, & Intro. - advanced assignment Chapter 21.	1) Film - The Real West 2) Distribute outline on Populist movement - include - populist platform and contemporary implementation.	
Feb. 5 Mon.	Square Deal (New Nationalism) New Freedom.	1) Students will know the contrasting philosophies between the New Nationalism and New Freedom.	1) Use Historical Newspaper (May 9, 1916) to illustrate the need for reform. 2) Trans. - Progressive Era, 1900 - 1915. 3) Filmstrip & Record - The Growth of the Labor Movement.	
Feb. 8 Thurs.	Review concepts & facts for the 1st. Test.	Test will be based on the following sources: Basic Test: Casebook (Vol. 2); Wade & Mann (supplementary readings) Historical Newspaper: & Large Group Instruction Lectures Jan. 25,29, Feb. 1&5.	1) Use of over-head projector. 2) Distribute review outlines.	

DATES	CONCEPTS	UNIT OR WEEKLY ASSIGNMENTS - BEHAVIORAL OBJECTIVES -	VISUALS AND OTHER MATERIALS FOR LARGE GROUP INSTRUCTION	SUBSTITUTIONS AND COMMENTS
Feb. 15	Art in History (Turn of the century Art-Realism-Ethnic Art)	Art - Lecture - discussions under the direction of Mr. John Just Ellis. Relate to marking period Themes.		
Feb. 26 Mon.	Progressive Movement (early 20th century) 1) Muckrakakers 2) Reform in local state, national gov't. 3) Increased gov'tal regulations.	1) Intro. - Chapter 22 - assignment. 2) Students are to know the influences which forced gov't. (local,state,national) to increase their regulartory powers.	1) Film - Trust & trust busters. (McGraw-Hill Book Co. 1971) 2) Trans. Election of 1912 - No. 67	
March 1 Thurs.	1) Segregation (Jim Crow laws) 2) Plessy V. Ferguson	1) Students are to know of black frustrations around the turn of the century.	Filmstrip & Record - From Freedom to Disappointment	
		THEME II - UNITED STATES AS A WORLD POWER		
March 5 Mon.	1) Imperialism 2) Does the Constitution follow the flag? 3) Spanish American War.	1) Intro. Chapter 19 (Basic Text) assignments. 2) Intro. Case 8 (Vol. 2) 3) Unrolling the map assignment p. 571. 4) Historical Newspaper (Maine Feb. 16, 1898) Students are to know the factors that led to U.S. Imperialism and their effects.	1) Trans. The Panama Canal No. 64. 2) Trans. Map of the West Indies No. 62. 3) Use of the historical newspaper (Maine Feb. 16, 1898)	

DATES	CONCEPTS	UNIT OR WEEKLY ASSIGNMENTS - BEHAVIORAL OBJECTIVES -	VISUALS AND OTHER MATERIALS FOR LARGE GROUP INSTRUCTION	SUBSTITUTIONS AND COMMENTS
March 8 Thurs.	Review facts & concepts for 2nd test.	Test will be based on the following sources Basic Text; Casebook (Vol. 2) Historical Newspaper. Large Group Instruction Lectures (including Art) Feb. 15, 26, March 1&5.	1) Use of the Overhead 2) Distribute student outlines.	
March 12 Mon.	1) Jingoism (T.R. philosophy) 2) White Man's Burden. 3) Teddy Roosevelt's Corollaries. 4) Dollar diplomacy.	Intro. Chapter 20 assignments & Case study 9 (Vol. 2) students are to know the prevalent social & economic philosophies of the turn of the century.	1) Trans. Map of the West Indies No. 62. 2) Trans. The Panama Canal No. 64. 3) Distribute outline to students on early 20th century social & economic philosophies.	
March 15 Thurs.	Art in History (Romanticism - Realism)	Art - Lecture - discussion under direction of Mr. John Just Ellis (Armory Show 1913) correlate with marking period themes.		
March 19 Mon.	World War I. a) Causes b) Effects	1) Intro Chapter 23 assignments & Case 10 (Vol. 2) 2) Historical Newspaper assignments. Students will know the causes and effects of World War I.	1) Use of the following Historical newspapers: a) Lusitania Sunk May 8, 1915. b) War with Germany April 6, 1917. c) Armistice, Nov. 11, 1918. 2) Trans. Causes of W.W. I. No. 65 3) Film World War I Documentary on the Role of the U.S.A. 4) Filmstrip & Record Woodrow Wilson, Parts 1 & 2.	

DATES	CONCEPTS	UNIT OR WEEKLY ASSIGNMENTS - BEHAVIORAL OBJECTIVES -	VISUALS AND OTHER MATERIALS FOR LARGE GROUP INSTRUCTION	SUBSTITUTIONS AND COMMENTS
March 22 Thurs.	Review facts & concepts for 3rd Test.	Test will be based on the following sources: 1) Basic Text 2) Casebook (Vol. 2) 3) Newspapers 4) Large Group Instruction March 12, 15, & 19.	1) Use of overhead 2) Distribute review outlines.	
March 26 Mon.	World War II a) Causes b) Effects	Intro. chapter 29 assignments Case 11 assignments Map Skill assignments p. 689. (31 Historical Newspapers) Students will know the causes and effects of World War II.	1) Trans. Europe and the outbreak of World War II. No. 71 2) Trans. Europe and the conclusion of World War II No. 72. 3) Trans. World War II Pacific Campaigns (phrases I & II) Nos. 73 & 74. 4) Film War Comes to America	
March 29 Thurs.	Review for the marking period test.	The marking period test will be based on the following sources: Basic Text; Casebook (Vol. 2); Historical Newspapers; Wade & Mann. (Supplementary Readings) Map Skills. Large Group Instruction Lectures.	1) Distribute review outlines.	

STUDENT RESPONSIBILITIES

UNITED STATES HISTORY TEAM TEACHING PROGRAM

2nd. SEMESTER

Social Studies
Mr. Schein
Mr. Keogh
Mr. Hunt

Art
Mr. Ellis

English
Mrs. Freeman

MARKING PERIOD III

DATES TO REMEMBER!

Jan. 29-Apr. 13, 1973

Review Day	Test Day
Feb. 8	Feb. 9
Mar. 8	Mar. 9

Academic Warnings
Mar. 12

Review Day	Test Day
Mar. 22	Mar. 23

Test Day
Apr. 2,3,4,5,6 (49 Days)

TO THE STUDENT:

You are responsible for the completion of assignments by certain dates. All written assignments are to be kept in a permanent notebook. These assignments are to be done in ink. Naturally, you are expected to express yourself in complete sentences.
Your work will be evaluated on the following bases:

1. You must show your ability to understand the particular question.
2. You must state the idea of the material as a whole, that is, as a part of a broader picture.
3. You must relate the material to the present, thus showing its relevance to the present.
4. You must discover and state the underlying issue which may be applied to the contemporary (present) situation.

Map assignments are to be done on outline maps according to the specific instructions for the particular Map Skills assignment.

Students are responsible for the completion of the following group of written assignments by the following date: February 6, 1973: Assignments will be checked by your teacher during the designated weekly work-sessions. You are encouraged to proceed independently on the advanced assignments for this entire marking period. On Mondays, you will be reminded when a set of assignments should be completed.

(THEME I) REFORM MOVEMENTS

A. Basic Text - History of a Free People - Bragdon - McCutchen.

Read Chapter 18. Write out the answers to questions 1,2,&6 on p. 466. Opinion Question(In text), p. 447.

B. Case Studies - Selected Case Studies in American History (Vol. 2) Gardner - Beery-Olson-Rood. Read and Study the following cases. Following each case will be the number of the assigned questions to be fully written out. Case 6 (Vol. 2) (The Case of the Angry Farmers). Historical Interpretation: p. 92 (1-4)

C. Supplementary Readings

(1) Wade, Negroes in American Life Read Chapter 6. Answer question 1-8 on pp. 253-254.

(2) Mann, Immigrants in American Life Read Chapter 6. Answer questions 1-4 on p. 175.

D. ADDITIONS, DELETIONS, SUBSTITUTIONS

Notes

E. Your first test (Feb. 9) will be based on facts and concepts taken from the following sources: Basic Text; Wade - Negroes in American Life; Mann, Immigrants in American Life; Selected Case Studies in American History (Vol. 2); and Large Group Instruction lectures.

Students are responsible for the completion of the following written assignments by the following date: March 6, 1973.

(THEME I) REFORM MOVEMENTS

A. Basic Text - History of a Free People - Bragdon - McCutchen.

(1) Read Chapter 21. Write out the answers to questions 3,4,8,&9 on p. 525. Opinion Questions (in text) p. 507 and p. 517.

(2) Read Chapter 22. Answer the questions 1,6,7,&8 on p. 541. Opinion Questions (in text) p. 528 & p. 538.

B. Historical Newspaper (Hartford Courant)

Amy Archer Gilligan - May 9, 1916. Explain what need for reform is evidenced from reading the newspaper of May 9, 1916. Explain what the existence of a "home for the aged" tells you about the American family in a changing society during this period.

C. ADDITIONS, DELETIONS, SUBSTITUTIONS

Notes

D. Your second test (Mar. 9) will be based on facts and concepts taken from the following sources: Basic Text and Large Group Instruction lectures.

Students are responsible for the completion of the following written assignments by the following date: March 20, 1973.

(THEME II) THE UNITED STATES AS A WORLD POWER

A. Basic Text - History of a Free People - Bragdon - McCutchen.

(1) Read Chapter 19. Write out the answers to questions 1,2, &6 on p. 488. Opinion Questions (in text) p. 478 & p. 486.

(2) Read Chapter 20. Answer the questions 1&3 on p. 502. Opinion Question (in text) p. 491.

(3) Map Skills - Unrolling the Map, p. 571 Exercise 1. See p. 493 War, Expansion and Intervention in the Caribbean. Include Cuba, Puerto Rico, British Honduras, Guatemala, Honduras, El Salvador, Costa Rica, Panama, Columbia, Venezuala, Jamaica, and Trinidad. Show the Pacific and Atlantic Oceans, the Gulf of Mexico, and the Caribbean Sea.

B. Case Studies - Selected Case Studies in American History (Vol. 2)- Gardner - Beery-Olson-Rodd. Read and study the following cases:
Case 8 (Vol. 2) (The Decision to Acquire the Philippines) Historical Interpretation: p. 117 (1-2)
Case 9 (Vol. 2) (Theodore Roosevelt and the Panama Canal) Historical Interpretation; pp. 128-130 (1-3)

C. Historical Newspaper (Hartford Courant)

Cruiser Maine Blown Up! February 16, 1898, Explain Captain Sigsbee's reaction to and explanation of the sinking of the Maine. Refer to article in newspaper and then compare that account to the one in the newspaper illustration on p. 476 of the Basic Text.

D. ADDITIONS, DELETIONS, SUBSTITUTIONS

Notes

E. The third test (Mar. 23) will be based on facts and concepts taken from the following sources: Basic Text, Selected Case Studies in American History (Vol. 2), and Large Group Instruction lectures.

Students are responsible for the completion of the following written assignments by the following date: April 10, 1973.

(THEME I) THE UNITED STATES AS A WORLD POWER

A. Basic Text - History of a Free People - Dragdon - McCutchen.

(1) Read Chapter 23. Write out the answers to questions 2,3,4,5,8,&9 on p. 570. Opinion Question (in text) p. 568.

(2) Read Chapter 29. Answer the questions 1,2, & 6 on p. 689. Opinion Questions p. 670 and p. 681.

(3) Map Skills - Unrolling the Map p. 689 Exercise 1. See p. 679 United States in World War II in Europe and the Mediterranean and p. 681 United States in World War II in the Pacific.

B. Case Studies - Selected Case Studies in American History (Vol. 2) Read and Study the following cases.

(1) Case 10 (Vol 2) (The Sinking of the Lusitania) Historical Interpretation; p. 148 (1-6)

(2) Case 11 (Vol 2) The Decision to Drop the Atomic Bomb) Historical Interpretation; p. 169 (1-3)

C. Historical Newspapers (Hartford Courant)

(1) Lusitania Sunk - May 8, 1915. Explain the American reaction to the sinking of the Lusitania. (Compare the newspaper account to that given in Case 10 (Vol. 2)

(2) War with Germany - April 6, 1917. What explanation is given for the war against Germany? Explain how the war was to be financed.

(3) Armistice - November 11, 1918. What were believed to be the terms of the armistice? Do you think the terms were fair? Explain.

(4) Pearl Harbor - December 7, 1941. What would your reactions have been on December 7, 1941 if you had read the newspaper account of the attack? Explain.

(5) Hiroshima - August 7, 1945. First compare the newspaper account of the atomic attack with Case 11 (Vol. 2) then explain the differences between an atomic attack and conventional bombings using the article- "Arsenal Blasted Mustangs Pound At Nine Air Fields in the same newspaper.

(6) V.J. Day - August 15, 1945. Explain how the people reacted to the end of the war.
Did the atomic attacks on Japan really contribute to Allied victory? Explain.

D. ADDITIONS, DELETIONS, SUBSTITUTIONS

Notes

The Marking Period Test will be based on the following sources: (1) Basic Text, (2) Casebook, (3) Newspapers, (4) Supplementary Readings (Wade, Negroes in American Life; Mann, Immigrants in American Life). A large part of this examination will test your knowledge of map skills. (Map Skills p. 571 and p. 493, and p. 689 and pp. 679 and 681 - Basic Text). Review the three back tests.

PROJECTS - B CATEGORY

If you have or anticipate a mark in the B - C^+ range you may contract with your teacher to earn a B for the marking period by selecting a project from this category. For those of you that have a lower grade range you may earn up to four additional points depending on the quality of your project work.

Consult Mr. Ellis on the related Art Projects and Mrs. Freeman on the related English - Social Studies Projects.

The following suggested projects or written assignments could be the basis for your projects. Refer to the Standards for evaluating student projects and answers to determine how the projects or written answers will be judged.

I. John Laslett, The Workingman In American Life. Read Chapter 8. Write out answers to questions, p. 190 (1-3).

II. Arthur Man, Immigrants In American Life. Read Chapter 8. Write out answers to questions, p. 175 (1-3).

PROJECTS - B^+ CATEGORY

If you have or anticipate a mark in the B^+ - B range you may contract with your teacher to earn a B^+ for the marking period by selecting a project from this category. For those of you that have a lower grade range you may earn up to five additional points depending on the quality of your project work.

Consult Mr. Ellis on the related Art Projects and Mrs. Freeman on the related English - Social Studies Projects.

The following suggested projects could be the basis for your projects. Refer to the Standards for evaluating student projects and answers to determine how the projects will be judge.

I. To Pursue The Matter	A Sense of The Past Arnof
1. Ch. 18, p. 467 (1-9)	3
2. Ch. 21, p. 525 (1-7)	5,6
3. Ch. 22, p. 541 (1-8)	7
4. Ch. 19, p. 489 (1-9)	4,8
5. Ch. 20, p. 503 (1-8)	1
6. Ch. 23, p. 571 (1-9)	8
7. Ch. 29, p. 689 (1-8)	1

PROJECTS - A^+ CATEGORY
Independent Research Projects

If you have or anticipate a mark in the A - B^+ range you may contract with your teachers to earn an A^+ for the marking period by selecting a project from this category. For those of you that have a lower grade range you may earn up to ten additional points depending on the quality of your project work.

Consult Mr. Ellis on the related Art Projects and Mrs. Freeman on the related English - Social Studies Projects.

The following suggested projects could be the basis for your projects. Refer to Standards for evaluating student projects and answers to determine how the projects will be judged.

I. To Pursue The Matter (Basic Text)

1. Chapter 18, p. 467 (2 & 7)
2. Chapter 20, p. 525 (1, 2, & 7)
3. Chapter 22, p. 541 (2, 4, 8)
4. Chapter 19, p. 489 (4, 9)
5. Chapter 20, p. 503 (2,3,4,6,7)
6. Chapter 23, p. 571 (1,2,3,7,8, & 9)
7. Chapter 29, p. 689 (2,7)

Consult with your instructors for additional information and ideas.

PROJECTS - A CATEGORY

If you have or anticipate a mark in the A-B^+ range you may contract with your teacher to earn an A for the marking period by selecting a project from this category. For those of you that have a lower grade range you may earn up to seven additional points depending on the quality of your project work.

Consult Mr. Elliot on the related Art Projects and Mrs. Freeman on the related English - Social Studies Projects.

The following suggested projects could be the basis for your projects. Refer to Standards for evaluating student projects and answers to determine how the projects will be judged.

I. Select books that are related to the marking period themes from the following bibliographies:

1. Readings, pages 468-469
2. Readings, pages 542-543
3. Readings, pages 612-613
4. Readings, pages 690-691

Role-Playing Activities

A group may dramatize the famous interview between President Woodrow Wilson and the black delegation protesting his segregation of Federal employees. One committee could write the play, one act it, and another discuss the issues. Consult with your teacher on this project during a work session.

(Wilson restored segregation to various Federal departments, maintaining it was a normal and helpful measure for all concerned. Protests by black leaders brought no alteration in Wilson's policy).

HOW YOUR MARKING PERIOD GRADE WILL BE DETERMINED

To the Student:

Your marking period grade will be made up from marks earned on the marking period test; from the three tests given during the marking period; and from completion of assignments (including quality of assignments and lecture notes in the notebooks) and participation in classroom discussions (Wed. Small Group Discussion). Each of these three main categories will constitute one third of your mark.

The number of assignments due during a marking period will be divided into 100 to determine the value of each written assignment. If there are ten assignments each would be worth ten points; if twelve, 8½; if 14, then 7 . If the assignments are done satisfactorily full credit will be given. It the assignmenss are not satisfactorily done or if they are late half credit will be give. As an example, if there are 9 assignments of which six are done satisfactorily, two are handed in late and one not done at all the student would receive a mark of 78. This mark would constitute one third of the marking period grade. Consideration will be given for participation in class discussion.

Your test grade will be averaged with the marks you earn through completion of assignments and classroom participation. This mark will make up two thirds of your marking period grade. Required projects may add as much as ten extra points to this average and may be earned as shown in the following schedule:

REQUIRE PROJECTS FOR CERTAIN GRADES or (How to Earn Extra Points for Your Class Average)

1) Extra-Credit Questions for Supplementary Readings-Up to five Points for answering Questions on one chapter in the supplementary readings. See B Category Projects.
2) Extra-Credit for Short Reports related to one of the Marking Period Themes. See B+ Category Projects.
3) Extra-Credit for Role-Playing Assignments. Up to Seven Points for carrying out role-playing assignments (including research) See A Category Projects. This category includes Book Reviews.
4) Independent Research Project-This project will be based on one theme of the marking period and will include: a) using several information sources; b) foot notes; c) bibliography. Consult your teachers-Up to Ten points and see A+ Category Projects. The amount of extra credit earned, of course, will be determined by the quality of the work done in doing the additional assignments.

Your average as amended by the inclusion of points earned from the completion of extra credit assignments will constitute two thirds of your marking period grade. The other third will be determined by your score on the marking period test.

STANDARDS FOR EVALUATING STUDENT PROJECTS & ANSWERS TO QUESTIONS

A+ Category (up to ten points)

Your independent research project should consist of at least ten handwritten or six typewritten pages.

Your project will be judged (evaluated) on the following bases (criteria).

1. The use of at least four sources of information
2. Use of foot notes (accuracy)
3. Inclusion of bibliography
4. In the body of your report at least four types of the following levels of abilities and/or skills must be shown:

   a. The ability to recognize unstated assumptions (hypotheses)
   b. Skill in distinguishing (telling apart) facts from hypotheses (assumptions)
   c. Ability to check the consistency of assumptions (hypotheses) with given information and other assumptions
   d. Skill in understanding interrelationships
   e. The ability to recognize form and pattern in literary or artistic works as a means of understanding their meaning
   f. The ability to recognize the general techniques used in persuasive materials, (advertising, propaganda)
   g. Skill in writing, using an excellent organization of ideas and statements
   h. Ability to develop assumptions (hypotheses) based upon an analysis of factors
   i. Ability to make generalizations
   j. The ability to determine general accuracy in reporting facts from the care given to exactness of statements, documentation, proof, etc.
   k. The ability to explain or point our fallacies (false-hoods) in arguments
   l. The ability to make comparisons of major theories, generalizations, and facts

A Category (up to seven points)

Your report should consist of at least seven handwritten or five typewritten pages.

Your Book Reviews, role-playing assignments will be judged (evaluated) on the following basis (criteria).

In the body of your report at least two types of the following levels of abilities and/or skills must be shown. (listing from A^+ Category)

B^+ Category (up to five points)

Your report should consist of at least three handwritten or two typewritten pages.

In your short independent reports you must show at least two of the following types of abilities and/or skills (Two or more from the abilities and/or skills list from the A^+ Category may also be shown)

1. The ability to understand the thought of the materials as a whole.
2. The ability to explain different types of social information
3. The ability to deal with the conclusions of a work in terms of the immediate inference made from clear (readily understandable) statements
4. Skill in predicting a continuing of certain trends
5. The ability to predict the possible effect of a change on an individual
6. The ability to apply certain terms, or ideas discussed in other sources of information

B Category (up to four points)

In your answers to the questions you must show at least one of the following abilities and/or skills

1. The ability to understand the particular question as shown in your written answer
2. The ability to understand metaphor, symbolisms irony, satire and exaggerated statements as shown in your written answer
3. The ability to understand the thought of the material as a whole
4. The ability to explain different types of social information. (The ability to explain social climate of a period through your reading assignment)
* 5. The ability to recall facts, methods, processes, patterns, structure, or setting in your answer.

* For written assignments only.

UNITED STATES HISTORY TEAM TEACHING PROGRAM
MARKING PERIOD III (Jan 29-April 13, 1973)

AMERICAN LITERATURE

X. Theme: New Voices
Literature: F. Scott Fitzgerald. Bernice Bobs Her Hair
Sherwood Anderson. Winesburg, Ohio (Selections)
Katherine Anne Porter. The Jilting of Granny Weatherall
Carl Sandburg. Chicago Poems (Selections)
Upton Sinclair. The Jungle
Edith Wharton. Ethan Frome
Composition: Short Story

XI. Theme: War Theme in American Literature
Literature: Ernest Hemingway. In Another Country
George Santayana. War
Harold F. Dixon. Three Men On a Raft
A.M. Rosenthal. There Is No News from Auschwitz
William Faulkner. Two Soldiers
Irwin Shaw. Act of Faith
James Michener. Sayonara
Composition: Point of View
Compare and Contrast: Sayonara Jubilee

AMERICAN HISTORY

Theme: Reform Movements
Concepts:
1. Political corruption
   a. Tweed Ring
   b. Scandals under Grant's Administration
2. Pressure Groups & Lobbies
   a. Need for Civil Service Reforms
   b. Corporate pressure groups- Railroad influence
3. Populism
4. Square Deal
5. Progressive Movement (early 20th century)
   a. Muckrakers
   b. Reform in local, state, national government
   c. Increased governmental regulations.
6. Segregation (Jim Crow Laws)

Theme: United States as a World Power
Concepts:
1. Imperialism
2. Does the Constitution follow the flag?
3. Spanish American War
4. Jingoism (T. R. philosophy)
5. White Man's Burden
6. Teddy Roosevelt's Carollaries
7. Dollar diplomacy
8. World War I
   a) Causes
   b) Effects
9. World War II
   a) Causes
   b) Effects

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U.S. HISTORY

TEAM TEACHING PROGRAM at Hartford Public High School

(INTERDISCIPLINARY) APPROACH UTILIZING

Art and English

MARKING PERIOD TWO

UNITED STATES HISTORY TEAM TEACHING AT HARTFORD PUBLIC HIGH SCHOOL
MODEL INSTRUCTIONAL WEEK

To the student:
This is the basic plan for your week during this academic year. (1972-73)

Social Studies
Mr. Schein
Mr. Keogh
Mr. Hunt
Art — Mr. Ellis
English — Mrs. Freeman

INSTRUCTIONAL MATERIALS AND PROCEDURES FOR PARTICIPATING CLASSES	Monday	Tuesday	Wednesday	Thursday	Friday
1. Common planning periods for participating instructors 2. Common basic textbook, and supplementary written materials (same editions) 3. Common visual and auditory materials 4. Same testing and evaluation procedures 5. Variation in teaching styles for large and small group instruction by participating teachers.	LARGE GROUP INSTRUCTION 1. Present overview of week's assignments 2. Lectures-Discussions-using a. Films b. Filmstrips c. Transparencies d. Guest speaker e. Video-taped programs etc.	SMALL GROUP INSTRUCTION Work session-students will work on assignments and/or projects a. Instructor will check off assignments and/or projects b. Hold individual conferences with students on their work progress c. Independent research by students (individual classrooms) d. Work on related art or English projects (arranged by participating instructors)	SMALL GROUP INSTRUCTION Discussion & Clarification of large group instruction a. Example: Discussion of specific historical case studies presented on Monday (individual classrooms) b. Use of historical newspapers as bases for discussion	LARGE GROUP INSTRUCTION Include: Lectures-Discussions-using a. Films b. Filmstrips c. Transparencies d. Guest speaker e. Video-taped programs etc. (same room)	SMALL GROUP INSTRUCTION Work session-permit students to work on individual assignments a. Instructors will check off assignments and/or projects b. Hold individual conferences with students on their progress (individual classrooms) c. Work on related art or English projects (arranged by participating instructors)

UNITED STATES TEAM TEACHING AT H. P. H. S.
STUDENT MODEL TEST OR QUIZ WEEK

Social Studies
Mr. Schein
Mr. Keogh
Mr. Hunt
Art — Mr. Ellis
English — Mrs. Freeman

Monday	Tuesday	Wednesday	Thursday	Friday
			REVIEW PERIOD 1. Review for the test-quiz, this will be given once every two weeks 2. Quezzes and Tests will be the same for all participating classes	(SMALL GROUP INSTRUCTION) Test-Quiz (individual rooms)*

* 1. Test make-up for absent students (individual classrooms) on Tuesday of the following week.

LARGE GROUP INSTRUCTIONAL PROCEDURES

FIRST SEMESTER

MARKING PERIOD II - NOV. 20 - JAN. 26, 1973

THEME II THE BLACK EXPERIENCE IN AMERICA

Social Studies
Mr. Schein
Mr. Keogh
Mr. Hunt

Art
Mr. Ellis

English
Mrs. Freeman

DATES ROOM 109	CONCEPTS	UNIT OR WEEKLY ASSIGNMENTS - BEHAVIORIAL OBJECTIVES -	VISUALS AND OTHER MATERIALS	SUBSTITUTION AND COMMENTS
Nov. 9 or - 13 Thurs. or Mon.	Art in History Development of Black Art	(Announce assignments for regular Team Taught classes) or Mon. (Nov. 13) - Chapter 13 Assignments & Cases 11, 12, & 13 (Vol. 1) Art - Lecture - Discussion under Mr. John Just Ellis' direction.		
Nov. 16 Thurs.	Black experiences under slavery.	Students will know some of the black experiences under slavery.	1. Trans. - Southern Population 1860 2. Filmstrip & Record- Plantation South-Fire-Brands & Freedom Fighters	
Nov. 20 Mon.	The civil war.	1. Intro. assignments - Chapter 14 2. Map Assignments p. 352 3. Newspaper assignments. The students will know the origins of the civil war and its conduct, especially as it relates to the black experience.	1. Distribute outlines for students on origins of the civil war. 2. Film-Background of the civil war. 3. Film-The Black Soldier. 4. Use of the following Newspapers: a. Fort Sunter, April 15, 1861 b. Surrender of Lee, April 9, 1865 c. Lincoln Shot, April 15, 1865	
Nov. 27 Mon	Black experience after the civil war. (Recon-struction)	1. Intro. assignments from Wade, Negroes In American Life. 2. Case 1 (Vol II) The student will know the failures of Reconstruction and its contemporary effects.	1. Filmstrip & Record - relate to Reconstruction Period. 2. Film - Black History Lost, Stolen, or Strayed.	

DATES ROOM 109	CONCEPTS	UNIT OR WEEKLY ASSIGNMENTS - BEHAVIORIAL OBJECTIVES -	VISUALS AND OTHER MATERIALS	SUBSTITUTION AND COMMENTS
Nov. 30 Thurs.	Review facts & concepts for 1st Test.	Sources for the test will include assignments due-- Nov. 28, 1972 (Basic Text, Case book, Newspapers, Wade,)	1. Use of overhead projector 2. Distribute review outlines	
		Large Group Instruction Nov. 16, 20, & 27.		
		THEME II - A NEW URBAN INDUSTRIAL ORDER		
Dec. 4 Mon.	1. Industrial America 2. Causes of industrial growth	1. Intro. - Chapter 15 2. Intro. - Newspaper assignments. Students will know the causes of U. S. industrial growth	1. Use of the following newspapers a. Chicago Fire, Oct. 9, 1871 b. Blizzard of '88, March 13, 1888 c. Johnstown Flood, June 1, 1889 d. President McKinley Shot, Sept. 7, 1901 e. Iroquois Theater Fire, Dec. 3, 1903 f. San Francisco Earthquake, April 19, 1906 g. Titantic Sunk, April 15, 1912	
Dec. 7 Thurs.	1. Growth of big business in U. S. 2. Rugged individualism	Students will know the different types of business combinations and the prevalent philosophies which promoted business combinations.	1. Trans. Grouth from Rural to Urban Population - No. 50 2. Trans. U. S. Land Grants to Railroads - 1850-1871 No. 54 3. Trans. U. S. Tariff History No. 59	
Dec. 11 Mon.	Protest Movements (After the civil war)	1. Intro. assignments from Laslett. 2. Intro. Ch. 17 assignments 3. Intro. Cases (Vol. II) student will know the following issues a. management vs. labor b. farmers vs. railroads	1. Distribute outlines related to issues or students. Film - 2. Industrial Revolution. Film - 3. The Rise of the Industrial Giants (McGraw - Hill Book Co, 1971)	

DATES ROOM 109	CONCEPTS	UNIT OR WEEKLY ASSIGNMENTS - BEHAVIORIAL OBJECTIVES -	VISUALS AND OTHER MATERIALS FOR LARGE GROUP INSTRUCTION	SUBSTITUTIONS AND COMMENTS
		c. cheapmoney vs. gold standard d. women's rights vs. status guo e. socialism vs. capitalism		
Dec. 14 Thurs.	Review facts & comments for 2nd Test	Sources for the test will include assignments Basic Text; Casebook; newspapers, Laslett. Large Group Instruction - Dec. 4, 7, & 11	1. Use of overhead project. 2. Distribute review outlines.	
		THEME III THE IMMIGRANT		
Dec. 18 Mon.	1. the immigrant a. Reasons for immigration b. Housing c. Jobs d. Problems e. Bigotry	1. Intro. - assign from Mann & Laslett 2. Intro. - newspaper assignments 3. Students will know the reasons for immigration and the problems faced by the immigrants.	1. Trans. - Immigration - 1820-1960 No. 55 2. Trans. - population of the United States - 1791- 1960 No. 81.	
Dec. 21 Thurs.	Art in History (Impact on art - New Urban Industrial Order)	Art in History - Lecture - discussion - under Mr. John Just Ellis' direction.		
Jan. 4 Thurs.	1. Immigration patterns to U. S. a. The Old & The New b. U. S. immigration policies	Students will know immigration patterns to U. S. and contributions to American society.	1. Filmstrip & Record - Motion of Immigrants 2. Film - Immigration (McGraw - Hill Book Co. 1971) 3. Film - Land of Immigrants (Hartford Board)	

DATES ROOM 109	CONCEPTS	UNIT OR WEEKLY ASSIGNMENTS - BEHAVIORIAL OBJECTIVES -	VISUALS AND OTHER MATERIALS	SUBSTITUTIONS AND COMMENTS
	c. Immigrant patterns of job selection d. Contributions			
	THEME IV THE INFLUENCE OF AMERICAN CULTURE ON OTHER MINORITIES			
Jan. 8 Mon.	1. Settlement of the West 2. Policies toward the American Indian. 3. Attitude & policies toward Oriental	Intro. - Chapter 16 (Basic Text assignments - Intro. - Case (Vol. I) & Cases 283 (Vol. II) Intro. - Mann - assignment 1. Students will know past U. S. policies toward the American Indian and its effects. 2. Students will know past U. S. policies toward the Oriental.	1. Trans. - American Indians - No. 104 2. Filmstrip - Plight of the American Indian (Hartford Courant Affairs) 3. Film - American Indians Today.	
Jan. 11 Thurs.	Review facts & concepts for 3rd Test	Sources for the third test will include Basic Text, Case book, Mann & Laslett Newspaper - Large Group Instruction - Dec. 18, 21, Jan. 4, 8.		
	(Preparation for Mid - Year Examination will be given week of Jan. 15 - individual classrooms)			
Jan. 25 Thurs.	Art in History (Art contribution made by minorities)	Art in History - Lecture - discussions under Mr. John Just Ellis direction.		

Social Studies
Mr. Schein
Mr. Keogh
Mr. Hunt

STUDENT RESPONSIBILITIES

UNITED STATES HISTORY TEAM TEACHING PROGRAM

1st. SEMESTER

Art
Mr. Ellis

English
Mrs. Freeman

MARKING PERIOD II

DATES TO REMEMBER !

Nov. 20-Jan. 26, 1973

Review Day	Quiz Day
Nov. 30	Dec. 1
Dec. 14	Dec. 15

Academic Warnings
Dec. 18

Review Day	Quiz Day
Jan. 11	Jan. 12

Semester Examination
Jan. 22 (41 days)

TO THE STUDENT:

You are responsible for the completion of assignments by certain dates. All written assignments are to be kept in a permanent notebook. These assignments are to be done in ink. Naturally, you are expected to express yourself in complete sentences.
Your work will be evaluated on the following bases:

1. You must show your ability to understand the particular question.
2. You must state the idea of the material as a whole, that is, as a part of a broader picture.
3. You must relate the material to the present, thus showing its relevance to the present.
4. You must discover and state the underlying issue which may be applied to the contemporary (present) situation.

Map assignments are to be done on outline maps according to the specific instructions for the particular Map Skills assignment.

Students are responsible for the completion of the following group of written assignments by the following date: Nov. 28, 1972: Assignments will be checked by your teacher during the designated weekly work-sessions. You are encouraged to proceed independently on the advanced assignments for this entire marking period. On Mondays, you will be reminded when a set of assignments should be completed.

(THEME I) THE BLACK EXPERIENCE IN AMERICA

A. Basic Text - History of a Free People - Bragdon - McCutchen.

(1) Read Chapter 13; Write out answers to questions 5 & 9 on pp. 345-346 Opinion Qestion (in text) p. 339.

(2) Read Chapter 14, write out answers to p. 380 (9) and Opinion Questions (in text) p. 361 & p. 366.

B. Map Skills

1. Refer to Unrolling the Map - Basic Text, p. 381 (See map on p.342. United States in 1861 and map on p. 352 - The Civil War). Include in your Key the following:

A) 19 free states;

B) 5 loyal slave states;

C) 11 Confederate States;

D) Territories in 1861.

Include a specific title on your map. Show the major advances (use red or blue colored pencils) of the Union Army into the South (map on p. 352).

C. Case Studies In American History - Selected Case Studies In American History (Vol. I) - Gardner - Beery - Olson - Rood. Read and study the following cases. Following each case will be the number of the assigned questions to be fully written out.

1. Case II (Vol. I)(Slavery: Free Men Speak), Historical Interpretations, pp. 127-137; p. 133 (1,2,&3).

2. Case 12 (Vol. 1) (Slavery: Free Men Speak), Evaluation of Sources, pp. 138-153; p. 152 (1,2&3- second group of questions)

3. Case 13 (Vol. I) (Slavery: Slaves Speak), Historical Interpretation; p. 105 (1-4).

D. Historical Newspapers (Hartford Courant).

(1) Refer to the newspaper excerpt - "Fort Sumter, April 15, 1861". Answer the following question. What were some of the differences in the editorial policies of the Hartford Courant and the Hartford Times.

(2) Select either three advertisements or articles from the following newspaper excerpts.

(A) "Surrender of Lee, April 9, 1865";

(B) "Lincoln Shot, April 15, 1865, and explain what you found interesting.

E. Supplementary Readings Wade- Negroes In American Life - Read Chapter 3. Write out answers to p. 252 (1,3&4); Read Chapters 4 & 5. - Write out the answers to the following questions; Ch. 4, p. 252 (3) & Ch. 5, p. 253 (4).

ADDITIONS, SUBSTITUTIONS, DELETIONS
Notes

The first test will be based on the following sources: (1) Basic Text; (2) Casebooks; (3) Newspapers; & Wade-Negroes In American Life

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Students are responsible for the completion of the following written assignments by the following date: Dec. 12, 1972.

THEME II- A New Urban Industrial Order

A. Basic Text - History of a Free People - Bragdon, McCutchen.

(1) Read Chapter 15. Write out answers to p. 407 (1) & Opinion Question, p. 397.

(2) Read Ch. 17 - Write out answers to p. 446 (2,8) & Opinion Question (in text), p. 437.

B. Case Studies In American History

(1) Cases (Vol. 2) (The Chicago Hay Market Riot of 1886) Historical Interpretation, pp. 65-79; p.78 (4,5,&6).

C. Historical Newspapers (Hartford Courant)

(1) Taking seven excerpts from the following newspapers select one article or advertisement from each and write about an issue (examples: Governmental corruption, technological change, labor issues, sports and/or entertainment, the sensational political issues; disasters; foreign policies; change in newspaper's appearance; obsolete items.

a) Chicago Fire, Oct. 9, 1871

b) Blizzard of '88, March 13, 1888

c) Johnstown Flood, June 1, 1889

d) President McKinley Shot, Sept. 7, 1901

e) Iroquois Theater Fire, Dec. 3, 1903

f) San Francisco Earthquake, April 19, 1906

g) Titanic Sunk, April 15, 1912

D. Supplementary Readings

(1) Laslett, The Working man In American Life- Read Chapters 3,4&7. Write out answers to Chapter 3 (1,2& 4); Ch. 4, p. 189 (1,2,&4); & Ch. 7. p. 189 (1 & 2).

ADDITIONS, SUBSTITUTIONS, DELETIONS
Notes

The second Test (Dec. 15) will be based on Basic Text; Casebook; Newspapers, and Laslett & Wade (Supplementary readings) and large group instruction lectures.

Students are responsible for the completion of the following written assignments by January 9, 1973.

THEME III - THE IMMIGRANT

A. Supplementary Readings

1) Mann, Immigrants in American Life

Read	Chapter	3.	Answer questions	1-4	on pp. 173-174.
"	"	4.	"	"	2,3,&5 on p. 174.
"	"	5.	"	"	1 & 4 on p. 174.
"	"	8	"	"	1,2, & 3 on p. 175.

2) Laslett, The Workingman in American Life
Read Chapter 5. Answer questions 2,3,4,&5 on p. 189.

B. Historical Newspaper (Hartford Courant)

Iroquois Theater Fire - December 31, 1903. Refer to the article "No Likelihood of a Massacre" and then state reason (s) you believe Russian Jews immigrated to the United States.

ADDITIONS, DELETIONS, SUBSTITUTIONS

Notes

The third test (January 12) will be based on facts and concepts taken from the following sources: Mann, Immigrants in American Life; Laslett, The Workingman in American Life; a historical newspaper; and large group instructional lectures.

Students are responsible for the completion of the following written assignments by january 23, 1973.

THEME IV - THE INFLUENCE OF AMERICAN CULTURE ON OTHER MINORITIES

A- Basic Text - History of a Free People - Bragdon, McCutchen

Read Chapter 16. Write out the answer to question 3 on p. 425. Opinion Questions (in text) p. 417.

B- Case Studies - Selected Case Studies in American History (Vol. I and Vol. II)

1. Case 10 (Vol. I) (Cherokee Incident) Historical Interpretation; p. 126 (1-4)

2. Case 2 (Vol. II) (The Sand Creek Massacre) Historical Interpretation; pp. 32-33 (1-4) and p. 33 (1-2)

3. Case 3 (Vol. II) (One Man Gives Up His Citizenship) Interpretation of the U.S. Constitution; p. 51 (1-5)

C-Supplementary Readings

Mann, Immigrants in American Life Read Chapter 10. Answer questions 1 and 3 on p. 176.

ADDITIONS, DELETIONS, SUBSTITUTIONS

Notes

The semester examination will be based on the following sources: Basic Text; Map Skills; Selected Case Studies in American History (Vol. 1 and Vol. 2); Laslett, The Workingman in American Life; Wade, Negroes in American Life; historical newspapers; and large group instruction lectures.

HOW YOUR MARKING PERIOD GRADE WILL BE DETERMINED

To the Student:

Your marking period grade will be made up from marks earned on the marking period test; from the three tests given during the marking period; and from completion of assignments (including quality of assignments and lecture notes in the notebooks) and participation in classroom discussions (Wed. Small Group Discussion). Each of these three main categories will constitute one third of your mark.

The number of assignments due during a marking period will be divided into 100 to determine the value of each written assignment. If there are ten assignments each would be worth ten points; if twelve, 8½; if 14, then 7 . If the assignments are done satisfactorily full credit will be given. It the assignmenss are not satisfactorily done or if they are late half credit will be give. As an example, if there are 9 assignments of which six are done satisfactorily, two are handed in late and one not done at all the student would receive a mark of 78. This mark would constitute one third of the marking period grade. Consideration will be given for participation in class discussion.

Your test grade will be averaged with the marks you earn through completion of assignments and classroom participation. This mark will make up two thirds of your marking period grade. Required projects may add as much as ten extra points to this average and may be earned as shown in the following schedule:

REQUIRE PROJECTS FOR CERTAIN GRADES or (How to Earn Extra Points for Your Class Average)

1) Extra-Credit Questions for Supplementary Readings-Up to five Points for answering Questions on one chapter in the supplementary readings. See B Category Projects.
2) Extra-Credit for Short Reports related to one of the Marking Period Themes. See B^{+} Category Projects.
3) Extra-Credit for Role-Playing Assignments. Up to Seven Points for carrying out role-playing assignments (including research) See A Category Projects. This category includes Book Reviews.
4) Independent Research Project-This project will be based on one theme of the marking period and will include: a) using several information sources; b) foot notes; c) bibliography. Consult your teachers-Up to Ten points and see A^{+} Category Projects. The amount of extra credit earned, of course, will be determined by the quality of the work done in doing the additional assignments.

Your average as amended by the inclusion of points earned from the completion of extra credit assignments will constitute two thirds of your marking period grade. The other third will be determined by your score on the marking period test.

PROJECTS - A^+ CATEGORY
Independent Research Projects

If you have or anticipate a mark in the A - B^+ range you may contract with your teachers to earn an A^+ for the marking period by selecting a project from this category. For those of you that have a lower grade range you may earn up to ten additional points depending on the quality of your project work.

Consult Mr. Ellis on the related Art Projects and Mrs. Freeman on the related English - Social Studies Projects.

The following suggested projects could be the basis for your projects. Refer to Standards for evaluating student projects and answers to determine how the projects will be judged.

I. To Pursue The Matter (Basic Text)

1) Chapter 13, p. 346 (1, 4, 10)

2) Chapter 14, p. 381 (1, 2, 5, 6)

3) Chapter 15, p. 408 (2, 4, 5, 8)

4) Chapter 16, p. 425 (3, 8)

5) Chapter 17, p. 446 (7)

Consult with your instructors for additional information and ideas.

PROJECTS - A CATEGORY

If you have or anticipate a mark in the A - B^+ range you may contract with your teacher to earn an A for the marking period by selecting a project from this category. For those of you that have a lower grade range you may earn up to seven additional points depending on the quality of your project work.

Consult Mr. Ellis on the related Art Projects and Mrs. Freeman on the related English - Social Studies Projects.

The following suggested projects could be the basis for your projects. Refer to Standards for evaluating student projects and answers to determine how the projects will be judged.

I. Select books that are related to marking period themes from the following bibliographies:
   1) Readings, pp. 382-383
   2) Readings, pp. 468-469

Consult with your instructors, librarians, others for additional ideas and information.

PROJECTS - B^+ CATEGORY

If you have or anticipate a mark in the B^+ - B range you may contract with your teacher to earn a B^+ for the marking period by selecting a project from this category. For those of you that have a lower grade range you may earn up to five additional points depending on the quality of your project work.

Consult Mr. Ellis on the related Art Projects and Mrs. Freeman on the related English - Social Studies Projects.

The following suggested projects could be the basis for your projects. Refer to the Standards for evaluating student projects and answers to determine how the projects will be judged.

I. To Pursue The Matter	Sense of the Past Arnof
1) Chap. 13 p. 346 (1-10)	--
2) Chap. 14 p. 381 (1-7)	1
3) Chap. 15 p. 408 (1-9)	2,5
4) Chap. 16 p. 425 (1-8)	1
5) Chap. 17 p. 446 (1-8)	3

PROJECT -- B CATEGORY

If you have or anticipate a mark in the B - C^+ range you may contract with your teacher to earn a B for the marking period by selecting a project from this category. For those of you that have a lower grade range you may earn up to four additional points depending on the quality of your project work.

Consult Mr. Ellis on the related Art Projects and Mrs. Freeman on the related English - Social Studies Projects.

The following suggested projects or written assignments could be the basis for your projects. Refer to the Standards for evaluating student projects and answers to determine how the projects or written answers will be judged.

I. John Laslett, The Workingman in American Life. Read Chapter 6. Write out answers to questions, p. 189 (1-3)

II. Arthur Mann, Immigrants in American Life. Read Chapter 6. Write out answers to questions, p. 175 (1-4) or read Chapter 7 and write out answers to questions, p. (1-3).

STANDARDS FOR EVALUATING STUDENT PROJECTS & ANSWERS TO QUESTIONS

A+ Category (up to ten points)

Your independent research project should consist of at least ten handwritten or six typewritten pages.

Your project will be judged (evaluated) on the following bases (criteria).

1. The use of at least four sources of information
2. Use of foot notes (accuracy)
3. Inclusion of bibliography
4. In the body of your report at least four types of the following levels of abilities and/or skills must be shown:

   a. The ability to recognize unstated assumptions (hypotheses)
   b. Skill in distinguishing (telling appart) facts from hypotheses (assumptions)
   c. Ability to check the consistency of assumptions (hypotheses) with given information and other assumptions
   d. Skill in understanding interrelationships
   e. The ability to recognize form and pattern in literary or artistic works as a means of understanding their meaning
   f. The ability to recognize the general techniques used in persuasive materials, (advertising, propaganda)
   g. Skill in writing, using an excellent organization of ideas and statements
   h. Ability to develop assumptions (hypotheses) based upon an analysis of factors
   i. Ability to make generalizations
   j. The ability to determine general accuracy in reporting facts from the care given to exactness of statements, documentation, proof, etc.
   k. The ability to explain or point our fallacies (false-hoods) in arguments
   l. The ability to make comparisons of major theories, generalizations, and facts

A Category (up to seven points)

Your report should consist of at least seven handwritten or five typewritten pages.

Your Book Reviews, role-playing assignments will be judged (evaluated) on the following basis (criteria).

In the body of your report at least two types of the following levels of abilities and/or skills must be shown. (listing from A^+ Category)

B^+ Category (up to five points)

Your report should consist of at least three handwritten or two typewritten pages.

In your short independent reports you must show at least two of the following types of abilities and/or skills (Two or more from the abilities and/or skills list from the A^+ Category may also be shown)

1. The ability to understand the thought of the materials as a whole.
2. The ability to explain different types of social information
3. The ability to deal with the conclusions of a work in terms of the immediate inference made from clear (readily understandable) statements
4. Skill in predicting a continuing of certain trends
5. The ability to predict the possible effect of a change on an individual
6. The ability to apply certain terms, or ideas discussed in other sources of information

B Category (up to four points)

In your answers to the questions you must show at least one of the following abilities and/or skills

1. The ability to understand the particular question as shown in your written answer
2. The ability to understand metaphor, symbolisms irony, satire and exaggerated statements as shown in your written answer
3. The ability to understand the thought of the material as a whole
4. The ability to explain different types of social information. (The ability to explain social climate of a period through your reading assignment)
* 5. The ability to recall facts, methods, processes, patterns, structure, or setting in your answer.

* For written assignments only.

UNITED STATES HISTORY TEAM TEACHING PROGRAM
MARKING PERIOD II (Nov. 20, 1972 - Jan. 26, 1973)

VI. Theme: War Between the States

Literature: Walt Whitman. Leaves of Grass (Selections)
When Lilacs Last in the Dooryard Bloomed
Henry Timrod. Ethnogenesis
Abraham Lincoln. Second Inaugural Address, Mar. 4, 1965
Gettysburg Address
Margaret Walker. Jubilee
Composition: Interpreting Poetry
Activity: Civil War Songs

Manifest Destiny
Political and Social divisions in the U.S.

VII. Theme: Realism. (Black Experience in America)
Literature: William Dubois. Of the Coming of John
Lucy Terry. Bars Fight
Jupiter Hammon. An Evening Thought
Salvation by Christ
George Moses Horton. The Slave's Complaint
Booker T. Washington. Up From Slavery
Activity: Negro Spirituals

Theme: The Black Experience in America

Concepts: Black experiences under slavery
Black experiences after the Civil War

VIII. (a) Theme: Realism (Cont.)
Literature: Samuel Clemens. Adventures of Huckleberry Finn.
Bret Harte. Luck of Roaring Camp
Conrad Richter. Early Marriage
Bernard De Voto. Crossing the Great Salt Desert
Stephen Crane. The Red Badge of Courage
Jack London. To Build a Fire
Edwin Arlington Robinson. Richard Cory
Miniver Cheevy
Edgar Lee Masters. Spoon River Anthology (Selections)
Willa Cather. The Sculptor's Funeral
Composition: Description - Narration Activity: American Legends - Folk Songs

Theme: A New Urban Industrial Order

Concepts: Industrial America
Causes of industrial growth
Growth of big business in U.S.
Rugged individualism
Protest movements

IX. Theme: The Immigrant
Literature: Willa Cather. My Antonia
Composition: Book Review

Theme: The Immigrant
Concepts:
1. The immigrant
   a. Reasons for immigration
   b. Housing
   c. Jobs
   d. Problems
   e. Bigotry
2. Immigration patterns to U.S.
   a. The Old and The New
   b. U.S. Immigration policies
   c. Immigrant patterns of job selection
   d. Contributions

Theme: The Influence of American Culture on Other Minorities
1. Settlement of the west
2. Policies toward the American Indian
3. Attitude and policies toward Oriental

U.S. HISTORY

TEAM TEACHING PROGRAM

at

Hartford Public High School

(INTERDISCIPLINARY) APPROACH UTILIZING

Art and English

MARKING PERIOD FOUR

SD 007 161

UNITED STATES HISTORY TEAM TEACHING AT HARTFORD PUBLIC HIGH SCHOOL
MODEL INSTRUCTIONAL WEEK

To the student:
This is the basic plan for your week during this academic year. (1972-73)

Social Studies
Mr. Schein
Mr. Keogh
Mr. Hunt
Art
Mr. Ellis
English
Mrs. Freeman

INSTRUCTIONAL MATERIALS AND PROCEDURES FOR PARTICIPATING CLASSES	Monday	Tuesday	Wednesday	Thursday	Friday
1. Common planning periods for participating instructors 2. Common basic textbook, and supplementary written materials (same editions) 3. Common visual and auditory materials 4. Same testing and evaluation procedures 5. Variation in teaching styles for large and small group instruction by participating teachers.	LARGE GROUP INSTRUCTION 1. Present overview of week's assignments 2. Lectures-Discussions-using a. Films b. Filmstrips c. Transparencies d. Guest speaker e. Video-taped programs etc.	SMALL GROUP INSTRUCTION Work session-students will work on assignments and/or projects a. Instructor will check off assignments and/or projects b. Hold individual conferences with students on their work progress c. Independent research by students (individual classrooms) d. Work on related art or English projects (arranged by participating instructors)	SMALL GROUP INSTRUCTION Discussion & Clarification of large group instruction a. Example: Discussion of specific historical case studies presented on Monday (individual classrooms) b. Use of historical newspapers as bases for discussion	LARGE GROUP INSTRUCTION Include: Lectures-Discussions-using a. Films b. Filmstrips c. Transparencies d. Guest speaker e. Video-taped programs etc. (same room)	SMALL GROUP INSTRUCTION Work session-permit students to work on individual assignments a. Instructors will check off assignments and/or projects b. Hold individual conferences with students on their progress (individual classrooms) c. Work on related art or English projects (arranged by participating instructors)

LARGE GROUP INSTRUCTIONAL PROCEDURES

SECOND SEMESTER

MARKING PERIOD IV APRIL 16 - JUNE 22, 1973

THEME I PROSPERITY, DEPRESSION, AND RECOVERY

Social Studies
Mr. Schein
Mr. Keogh
Mr. Hunt

Art
Mr. Ellis

English
Mrs. Freeman

DATES ROOM 109	CONCEPTS	UNIT OR WEEKLY ASSIGNMENTS - BEHAVIORIAL OBJECTIVES -	VISUALS AND OTHER MATERIALS	SUBSTITUTION AND COMMENTS
April 9 Mon.	1. Normalcy 2. Golden Twenties 3. Growth of Conservatism 4. Isolationism 5. Immigration quotas	Intro. - Ch. 24 - assignments. Historical Newspapers. Students are to know the effects of W. W. I on U. S. economic and social life.	1. Film - Golden Twenties	
April 12 Thurs.	Art in History (Art in the 20's)	Art - Lecture - discusssion - under the direction of Mr. John Just Ellis - relate to marking period themes.		
April 16 Mon.	1. Hoover's philosophy - rugged individualism 2. Election of 1928 - bigotry 3. Causes of depression 4. Attempts to end depression.	Intro. - Ch. 25 assignments Case 7 (Vol. 2) - assignments Laslett & Wade assignments. Students are to know the causes of the Great Depressions and proposals for its solution.	1. Film Herbert Hover 2. Trans. - Election of 1928 - No. 67	
April 19 Thurs.	1. Causes of depression 2. Attempts to end depression by Republican administration	Students are to know the successes and failures of the attempts to end the Great Depression	1. Film - Twenty - nine Boom & Thirties Depression 2. Trans. - Business Cycle - 1800-1964 No. 68.	

DATES ROOM 109	CONCEPTS	UNIT OR WEEKLY ASSIGNMENTS - BEHAVIORIAL OBJECTIVES -	VISUAL AND OTHER MATERIALS	SUBSTITUTION AND COMMENTS
April 30 Mon.	First 100 days under F. D. R.	1. Intro. - Read Chapter 26 assignments 2. Historical Newspapers 3. Laslett assignments Students are to know what early attempts were made to solve the Great Depression by F. D. R.	1. Filmstrip & Record - Franklin D. Roosevelt.	
May 3 Thurs.	Review facts & concepts for 1st Test	The 1st Test will be based on the following sources: 1. Basic - Text 2. Laslett 3. Historical Newspapers 4. Case book & Large Group Instruction April 9, 12, 16, & 19.		
May 7 Mon.	1. Labor advances 2. Social Security 3. Work relief 4. Evaluation of the New Deal	Intro. - Chapter 27 assignments & Wade - assignment Students are to know how the New Deal extended social welfare legislation	1. Trans. - Growth of Union Membership - 1880-1960 2. Filmstrip & Record - Growth of the Labor Movement - Part II	
May 10 Thurs.	Art in History (Modernism Reality)	Art - Lecture - discussion under the direction of Mr. John Just Ellis - relate to marking period themes.		

DATES ROOM 109	CONCEPTS	UNIT OR WEEKLY ASSIGNMENTS - BEHAVIORIAL OBJECTIVES -	VISUALS AND OTHER MATERIALS	SUBSTITUTION AND COMMENTS
		THEME II THE SHAPING OF AMERICAN SOCIETY		
May 14 Mon.	1. Cold War 2. Truman Doctrine 3. Fair Deal	Intro. - Chapter 30 assignments; Laslett assignments; Case-Study 4 (Vol. 2); Historical Newspaper (Sputnik) Students will know the causes of the Cold War.	1. Trans. - Election of 1948 No. 76 2. Filmstrip & Record - Harry S. Truman - Part I & Part II.	
May 17 Thurs.	Review facts & concepts for 2nd Test	The second Test will be based on the following sources: Basic Text; Case book; Historical Newspaper; Laslett & Wade - Large Group Instruction April 30, 7, 10, & 14.	1. Use of overhead projector 2. Distribute review outlines.	
May 21 Mon.	1. United Nations 2. Korean War.	Intro. - Chapter 31 Wade - Chapter 9 Mann - Chapter 9 assignments; Cases (Vol. 2) 12, 13, 14, & 15; Historical Newspapers. Students will know about the development of the U. N. and some international problems.	1. Trans. - United Nations No. 75 2. Trans. - North Atlantic Treaty Organization No. 77 3. Trans. - Korean War No. 78	

DATES ROOM 109	CONCEPTS	UNIT OR WEEKLY ASSIGNMENTS - BEHAVIORIAL OBJECTIVES -	VISUALS AND OTHER MATERIALS	SUBSTITUTION AND COMMENTS
May 24 Thurs	1. Eisenhower Doctrine 2. McCarthy Investigations 3. Red Scare of 1950's 4. Emerging African nations 5. Co-existence	Students are to know the domestic and international problems faced by the U. S. in the 1950's	1. Filmstrip & Record - Dwight D. Eisenhower Parts I & II	
May 31 Thurs.	Review facts & concepts for 3rd Test	The 3rd Test will be based on the following sources: 1. Basic Text; 2. Wade & Mann (supplementary readings Historical Newspapers). 3. Case book (Vol. 2) Large Group Instruction May 21 & 24	1. Use of overhead projector 2. Distribute review outlines.	
June 4 Mon.	1. Election of 1960 2. New Frontier 3. Cuban Invasion 4. Missile Crisis 5. Viet-Nam War	Intro. - Chapter 32 assignments Map Skills - assignments History Newspaper (Kennedy Assassination) - Students are to know the domestic and international problems faced by the U. S. in the 1960's	1. Trans. - Election of 1960 - No. 79 2. Filmstrip & Record - John F. Kennedy - Parts I & II.	
June 7 Thurs.	Art in History (America Leadership in World Art- Pop, Op, & Conceptual Art)	Art - Lecture - discussion - under the direction of Mr. John Just Ellis - relate to marking period themes.		

DATES ROOM 109	CONCEPTS	UNIT OR WEEKLY ASSIGNMENTS - BEHAVIORAL OBJECTIVES -	VISUALS AND OTHER MATERIALS	SUBSTITUTION AND COMMENTS
June 11 Mon.	1. Civil Rights & Liberties. 2. Urban Problems 3. Woman's Liberation	Students are to know the domestic problems, concerns, and issues of the 1970's	1. Film - Portrail In Black and White 2. Film - Civil Rights Movement in the South 3. Film - Civil Rights Movement in the North.	
June 14 Thurs.	Review for the final Examination	The final Examination will be based on the following sources: 1. Basic Text; 2. Case book; 3. Map Skills; 4. Historical Newspapers; Supplementary Readings; Large Group Instruction (Final Examination June 19, 1973)	1. Review outlines will be distributed during review periods.	

STUDENT RESPONSIBILITIES

UNITED STATES HISTORY TEAM TEACHING PROGRAM

2nd. SEMESTER

MARKING PERIOD IV

Social Studies
Mr. Hunt
Mr. Keogh
Mr. Schein

Art
Mr. Ellis

English
Mrs. Freeman

DATES TO REMEMBER!

Apr. 16-Jun. 22, 1973

Review Day	Test Day
May 3	May 4
May 17	May 18

Academic Warnings
May 21

Review Day	Test Day
May 31	Jun. 1

Semester Examination (43 Days)
Jun. 19

TO THE STUDENT:

You are responsible for the completion of assignments by certain dates. All written assignments are to be kept in a permanent notebook. These assignments are to be done in ink. Naturally, you are expected to express yourself in complete sentences.
Your work will be evaluated on the following bases:

1. You must show your ability to understand the particular question.
2. You must state the idea of the material as a whole, that is, as a part of a broader picture.
3. You must relate the material to the present, thus showing its relevance to the present.
4. You must discover and state the underlying issue which may be applied to the contemporary (present) situation.

Map assignments are to be done on outline maps according to the specific instructions for the particular Map Skills assignment.

Students are responsible for the completion of the following group of written assignments by the following date: May 1, 1973. Assignments will be checked by your teacher during the designated weekly work-sessions. You are encouraged to proceed independently on the advanced assignments for this entire marking period. On Mondays, you will be reminded when a set of assignments should be completed.

(THEME I) PROSPERITY, DEPRESSION, AND RECOVERY

A. Basic Text - History of a Free People - Bragdon, McCutchen.

(1) Read Chapter 24. Write out the answers to questions 8,9,&10 on p. 590. Opinion Question (in text) p. 577.

(2) Read Chapter 25. Answer the questions 1,2,&5 on p. 611. Opinion Questions (in text) p. 600 and p. 606.

B. Case Studies - Selected Case Studies in American History (Vol. 2). Case 7 (Vol. 2) (The Clerk and the Union Shop) Historical Interpretation; pp. 104-105 (1-6).

C. Supplementary Readings

Laslett, The Workingman in American Life.

(1) Read Chapter 9. Answer questions 1-5 on p. 190.

D. Historical Newspaper (Hartford Courant)

(1) Lindbergh Flight - May 22, 1927. Since others had flown across the Atlantic before him explain why Lindbergh's flight was considered such a major accomplishment?

E. ADDITIONS, DELETIONS, SUBSTITUTIONS

Notes

Your first test (May 4) will be based on facts and concepts taken from the following sources: Basic Text: Laslett, The Workingman in American Life; Selected Case Studies in American Life (Vol. 2): the historical newspaper; and large group instruction lectures.

Students are responsible for the completion of the following written assignments on May 15, 1973.

(THEME I) PROSPERITY, DEPRESSION, AND RECOVERY

A. Basic Text - History of a Free People - Bragdon, McCutchen.

(1) Read Chapter 26. Write out the answers to questions 1,3,&6 on p. 632. Opinion Question (in text) p. 632.

(2) Read Chapter 27. Answer the questions 1&3 on p. 648. Opinion question (in text) p. 640.

B. Supplementary Readings

(1) Laslett, The Workingman in American Life. Read Chapter 11. Answer questions 1-4 on pp. 190-191.

(2) Wade, Negroes in American Life. Read Chapter 7. Answer questions 1-4 on p. 254.

C. Historical Newspapers (Hartford Courant)

(1) Bank Holiday - March 6, 1933. Explain what effects Hitler's election (refer to article - "Hitler Wins Election By Large Vote") had on the future.
Explain the reasons for declaring a "bank holiday" (refer also to Basic Text, p. 621).

(2) Prohibition Ends - December 6, 1933. Why do you think most people wanted an end to prohibition?
Do you see any similarities between the end of prohibition and the legalization of marijuana? Explain.

D. ADDITIONS, DELETIONS, SUBSTITUTIONS

Notes

E. The second test (May 18) will be based on facts and concepts taken from the following sources: Basic Text; Laslett, The Workingman in American Life; Wade, Negroes in American Life; historical newspapers; and large group instruction lectures.

Students are responsible for the completion of the following written assignments on May 29, 1973.

(THEME II) THE SHAPING OF AMERICAN SOCIETY

A. Basic Text - History of a Free People - Brandon - McCutchen.

(1) Read Chapter 30. Write out the answers to questions 2,7,&9 on p. 717. Opinion Questions (in text) p. 699 & p. 709.

(2) Map Skills - Unrolling the Map p. 747 Exercise 1 refer to pp. 756-757 The World: Political and Military Alignments - 1966. Show the nations with a communist government, the nations aligned with the United States, and the nonaligned nations. Refer also to the map on pp. 714-715. Areas of Tension: Europe and Middle East.

B. Case Studies - Selected Case Studies in American History (Vol. 2)

(1) Case 4 (Vol. 2) (Freedom Rides) Historical Interpretation: p. 64 (1-3)

(2) Case 12 (Vol. 2) (The Gideon Case) Interpretation of U.S. Constitution; pp. 184-185 (1-6)

C. Supplementary Readings

(1) Laslett, The Workingman in American History. Read Chapter 13. Answer questions 1-5 on p. 191.

(2) Mann, Immigrants in American Life. Read Chapter 9. Answer questions 1-4 on pp. 175-176.

D. Historical Newspapers (Hartford Courant)

(1) Roosevelt Dies - April 13, 1945.

(2) Stalin Dies - March 6, 1953. Compare the death of Roosevelt with the death of Stalin in the two historical newspapers. Which death, do you think, brought about greater changes in their respective nations? Explain.

E. ADDITIONS, DELETIONS, SUBSTITUTIONS

Notes

The third test (June 1) will be based on facts and concepts taken from the following sources: Basic Text; Laslett, The Workingman in American Life; Mann, Immigrants in American Life; Selected Case Studies in American Life (Vol. 2); historical newspapers; and large group instruction lectures.

Students are responsible for the completion of the following written assignments on June 12, 1973.

(THEME II) THE SHAPING OF AMERICAN SOCIETY

A. Basic Text - History of a Free People - Bragdon, McCutchen.

(1) Read Chapter 31. Write out the answers to questions 6,10,11, &12 on p. 746. Opinion questions (in text) p. 730 and p. 744.

(2) Read Chapter 32. Answer the questions 4,9,10, & 11 on p. 781. Opinion questions (in text) p. 748 and p. 777.

B. Case Studies - Selected Case Studies in American History (Vol. 2).

(1) Case 13 (Vol. 2) (The Amish and the Schools) Interpretation of U.S. Constitution; p. 195 (1-5)

(2) Case 14 (Vol. 2) (The Right to Keep and Bear Arms) Interpretation of U.S. Constitution: pp. 216-217 (1-4)

(3) Case 15 (Vol. 2) (The Case of the Bugged Bootlegger) Interpretation of the U.S. Constitution; pp. 230-231 (1-9)

C. Supplementary Readings

Wade, Negroes in American Life. Read Chapter 9. Answer questions 1-5 on pp. 254-255.

D. Historical Newspapers (Hartford Courant)

(1) Korean Armistice - July 27, 1953. What provisions were made in the Korean Armistice for prisoners of war who did not wish to return home?

(2) Sputnik I - October 5, 1957. Explain how and why the launching of Sputnik I lead to increased competition between the U.S. and the U.S.S.R.

(3) Kennedy Murdered - November 24, 1963. What effects did the Kennedy assassination have on people?
Select three people shown in photographs in the newspaper of November 23, 1963 and tell what became of them. (Exclude President Kennedy)

E. ADDITIONS, DELETIONS, SUBSTITUTIONS

Notes

The final examination will be based on the following sources: Basic Text; Map Skills: Selected Case Studies in American History (Vol. 2); Laslett, The Workingman in American Life; Wade, Negroes in American Life; Mann, Immigrants in American Life; historical newspapers; and large group instruction lectures.

PROJECTS - A^+ CATEGORY
Independent Research Projects

If you have or anticipate a mark in the A - B^+ range you may contract with your teachers to earn an A^+ for the marking period by selecting a project from this category. For those of you that have a lower grade range you may earn up to ten additional points depending on the quality of your project work.

Consult Mr. Ellis on the related Art Projects and Mrs. Freeman on the related English - Social Studies Projects.

The following suggested projects could be the basis for your projects. Refer to Standards for evaluating student projects and answers to determine how the projects will be judged.

I. To Pursue The Matter

1. Ch. 24, p. 591 (2,4,& 8)
2. Ch. 25, p. 611 (3, 4 & 5)
3. Ch. 26, p. 633 (2,6,9)
4. Ch. 27, p. 649 (2)
5. Ch. 30, p. 717 (1,5,6)
6. Ch. 31, p. 747 (4,6)
7. Ch. 32, p. 781 (2,4,6,7)

Consult with your instructors for additional information and ideas.

PROJECTS - A CATEGORY

If you have or anticipate a mark in A-B^{+} range you may contract with your teacher to earn an A for the marking period by selecting a project from this category. For those of you that have a lower grade range you may earn up to seven additional points depending on the quality of your project work.

Consult Mr. Ellis on the related Art Projects and Mrs. Freeman on the related English - Social Studies Projects.

The following suggested projects could be the basis for your projects. Refer to Standards for evaluating student projects and answers to determine how the projects will be judged.

I. Select books that are reaated to the marking period themes from the following bibliographies:
   1. Readings, pp. 612-613
   2. Readings, pp. 690-691
   3. Readings, pp. 734-735

Consult with your instructors, librarians, others for additional ideas and information.

Role-Playing Activities

1. Role-play each of the following characters important in the 1920's: Marcus Garvey, Al Smith, a Chicago ganster, a K. K. K. member, a flapper, Sacco or Vanzetti, a Fundamentalist, Langston Hughes, Charles A. Lindbergh, a black migrant from the South. Consult your teacher during a work-session on details.

2. Write a letter to the President describing your plight as dispossessed sharecropper, a CIO organizer, an unemployed ghetto resident, a WPA worker, an artist, a business man, or a C. C. C. laborer. Consult your teacher during a work session on details.

PROJECTS - B^+ CATEGORY

If you have or anticipate a mark in the B^+-B range you may contract with your teacher to earn a B^+ for the marking period by selecting a project from this category. For those of you that have a lower grade range you may earn up to five additional points depending on the quality of your project work.

Consult Mr. Ellis on the related Art Projects and Mrs. Freeman on the related English - Social Studies Projects.

The following suggested projects could be the basis for your projects. Refer to the Standards for evaluating student projects and answers to determine how the projects will be judged.

I. To Pursue The Matter — A Sense of The Past
Arnof

1. Ch. 24 p. 591 (1-9)
2. Ch. 25 p. 611 (1-5)
3. Ch. 26 p. 633 (1-9)
4. Ch. 27 p. 649 (1-9)
5. Ch. 30 p. 717 (1-6) 3,4
6. Ch. 31 p. 747 (1-8)
7. Ch. 32 p. 781 (1-7)

PROJECTS - B CATEGORY

If you have or anticipate a mark in the B-C^{+} range you may contract with your teacher to earn a B for the marking period by selecting a project from this category. For those of you that have a lower grade range you may earn up to four additional points depending on the quality of your project work.

Consult Mr. Ellis on the related Art Projects and Mrs. Freeman on the related English - Social Studies Projects.

The following suggested projects or written assignments could be the basis for your projects. Refer to the Standards for evaluating student projects and answers to determine how the projects or written answers will be judged.

I. John Laslett, The Workingman in American Life. Read Chapter 10. Write out answers to questions, p. 190 (1-3) or read Chapter 12 and write out answers to questions, p. 191 (1-5).

II. Arthur Mann, Immigrants in American Life. Read Chapter 7. Write out answers to questions, p. 175 (1-3)

III. Richard Wade, Negroes in American Life. Read Chapter 8. Write out answers to questions p. 254 (1-3) or read Chapter 10 and write out answers to questions, p. 255 (1-6)

HOW YOUR MARKING PERIOD GRADE WILL BE DETERMINED

To the Student:

Your marking period grade will be made up from marks earned on the marking period test; from the three tests given during the marking period; and from completion of assignments (including quality of assignments and lecture notes in the notebooks) and participation in classroom discussions (Wed. Small Group Discussion). Each of these three main categories will constitute one third of your mark.

The number of assignments due during a marking period will be divided into 100 to determine the value of each written assignment. If there are ten assignments each would be worth ten points; if twelve, 8½; if 14, then 7 . If the assignments are done satisfactorily full credit will be given. It the assignmenss are not satisfactorily done or if they are late half credit will be give. As an example, if there are 9 assignments of which six are done satisfactorily, two are handed in late and one not done at all the student would receive a mark of 78. This mark would constitute one third of the marking period grade. Consideration will be given for participation in class discussion.

Your test grade will be averaged with the marks you earn through completion of assignments and classroom participation. This mark will make up two thirds of your marking period grade. Required projects may add as much as ten extra points to this average and may be earned as shown in the following schedule:

REQUIRE PROJECTS FOR CERTAIN GRADES or (How to Earn Extra Points for Your Class Average)

1) Extra-Credit Questions for Supplementary Readings-Up to five Points for answering Questions on one chapter in the supplementary readings. See B Category Projects.
2) Extra-Credit for Short Reports related to one of the Marking Period Themes. See B+ Category Projects.
3) Extra-Credit for Role-Playing Assignments. Up to Seven Points for carrying out role-playing assignments (including research) See A Category Projects. This category includes Book Reviews.
4) Independent Research Project-This project will be based on one theme of the marking period and will include: a) using several information sources; b) foot notes; c) bibliography. Consult your teachers-Up to Ten points and see A+ Category Projects. The amount of extra credit earned, of course, will be determined by the quality of the work done in doing the additional assignments.

Your average as amended by the inclusion of points earned from the completion of extra credit assignments will constitute two thirds of your marking period grade. The other third will be determined by your score on the marking period test.

STANDARDS FOR EVALUATING STUDENT PROJECTS & ANSWERS TO QUESTIONS

A+ Category (up to ten points)

Your independent research project should consist of at least ten handwritten or six typewritten pages.

Your project will be judged (evaluated) on the following bases (criteria).

1. The use of at least four sources of information
2. Use of foot notes (accuracy)
3. Inclusion of bibliography
4. In the body of your report at least four types of the following levels of abilities and/or skills must be shown:

   a. The ability to recognize unstated assumptions (hypotheses)
   b. Skill in distinguishing (telling appart) facts from hypotheses (assumptions)
   c. Ability to check the consistency of assumptions (hypotheses) with given information and other assumptions
   d. Skill in understanding interrelationships
   e. The ability to recognize form and pattern in literary or artistic works as a means of understanding their meaning
   f. The ability to recognize the general techniques used in persuasive materials, (advertising, propaganda)
   g. Skill in writing, using an excellent organization of ideas and statements
   h. Ability to develop assumptions (hypotheses) based upon an analysis of factors
   i. Ability to make generalizations
   j. The ability to determine general accuracy in reporting facts from the care given to exactness of statements, documentation, proof, etc.
   k. The ability to explain or point our fallacies (false-hoods) in arguments
   l. The ability to make comparisons of major theories, generalizations, and facts

A Category (up to seven points)

Your report should consist of at least seven handwritten or five typewritten pages.

Your Book Reviews, role-playing assignments will be judged (evaluated) on the following basis (criteria).

In the body of your report at least two types of the following levels of abilities and/or skills must be shown. (listing from A^+ Category)

B^+ Category (up to five points)

Your report should consist of at least three handwritten or two typewritten pages.

In your short independent reports you must show at least two of the following types of abilities and/or skills (Two or more from the abilities and/or skills list from the A^+ Category may also be shown)

1. The ability to understand the thought of the materials as a whole.
2. The ability to explain different types of social information
3. The ability to deal with the conclusions of a work in terms of the immediate inference made from clear (readily understandable) statements
4. Skill in predicting a continuing of certain trends
5. The ability to predict the possible effect of a change on an individual
6. The ability to apply certain terms, or ideas discussed in other sources of information

B Category (up to four points)

In your answers to the questions you must show at least one of the followirg abilities and/or skills

1. The ability to understand the particular question as shown in your written answer
2. The ability to understand metaphor, symbolisms irony, satire and exaggerated statements as shown in your written answer
3. The ability to understand the thought of the material as a whole
4. The ability to explain different types of social information. (The ability to explain social climate of a period through your reading assignment)
* 5. The ability to recall facts, methods, processes, patterns, structure, or setting in your answer.

* For written assignments only.

UNITED STATES HISTORY TEAM TEACHING PROGRAM
MARKING PERIOD IV (April 16 - June 22, 1973)

AMERICAN LITERATURE

XII Theme: The Individual
Literature: William Faulkner. Intruder in the Dust
Eudora Welty. A Visit of Charity
Why I Live at the P. O.
William Faulkner. The Bear
Dorothy Canfield. Sex Education
Ralph Ellison. Battle Royal
Composition: Interpretation
Symbolism

XIII Theme: Contemporary Scene
Literature: Bernard Malamud. The Last Mohican
Jack Ludwig. A Woman of Her Age
James Baldwin. Come Out the Wilderness
Georgia McKinley. The Crime
e. e. cummings. chanson innocente
Robert Frost. Birches
Death of the Hired Man
Marianne Moore: Poetry.
Stephen Vincent Benet. John Brown's Body (Selections)
Amy Lowell. Patterns
Composition: Paraphrase and Analysis

XIV. Theme: Satire in American Literature

Literature: James Thurber. The Secret Life of Walter Mitty
Stephen Vincent Benet. The Devil and Daniel Webster
Samuel Clemens. The Man that Corrupted Hadleyburg
Composition: Character analysis

XV Theme: Modern Drama
Literature: Eugene O'Neill. Ile
Tennessee Williams. Glass Menagerie
Composition: Interpretation

AMERICAN HISTORY

Theme: Prosperity, Depression and Recovery
Concepts:
1. Normalcy
2. Golden Twenties
3. Growth of Conservatism
4. Isolationism
5. Immigration quotas
6. Hoover's philosophy-rugged indivi-
7. Election of 1928-bigotry. dualism
8. Causes of depression
9. Attempts to end depression
10. First 100 days under F.D.R.
11. Labor advances
12. Social Security
13. Work relief
14. Evaluation of the New Deal

XVI *Theme: Social Scene

Literature: Irwin Shaw. The Dry Rock
Shirley Jackson. The Lottery
James Purdy. Encore
Tillie Olsen. Tell Me a Riddle

Composition: Narration

The Shaping of American Society
Urban Problems
Civil Rights & Liberties

XV Theme: American Scene

Literature: Thomas Wolfe. Credo
Langston Hughes. Let America Be America Again
Hal Borland. America Is Americans
Jan Struther. The American Way of Life
Arthur M. Schlesinger, Sr. "What Then is the New Frontier American, This New Man?"
John F. Kennedy. Inaugural Address

Civil Rights & Liberties
Contemporary Scene

Composition: Esscy

* Modifications during academic year.